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ABSTRACT

This instructional program, developed by the National Public Services Research Institute, is designed for implementation in secondary schools. It employs a student-centered approach in order to simulate the kind of interactions youth experience when making decisions to drink or not to drink. The teacher guide provides background and administrative information on the program as well as guidance on requirements, strategies, and procedures for conducting instructional activities. The guide is presented through a set of administrative guidelines and instructional guidelines. It is to be used with a Student Manual. (Author)

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TEACHERS GUIDE

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YOU... ALCOHOL AND DRIVING

U.S. DEPARTMENT OF HEALTH,
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TEACHERS GUIDE

YOU... ALCOHOL AND DRIVING



U.S. Department of Transportation
National Highway
Traffic Safety Administration



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PREFACE

You . . . Alcohol and Driving, an instructional program, was developed by the National Public Services Research Institute under Contract DOT-HS-5-01195 for the National Highway Traffic Safety Administration. The instructional program is designed for implementation in secondary schools.

You . . . Alcohol and Driving employs a student-centered approach in order to simulate the kind of interactions youth experience when making decisions to drink or not to drink. The objective set forth for *You . . . Alcohol and Driving* was to develop a usable and manageable instructional program with potential for reducing youth involvement in alcohol-related crashes. The instructional program consists of the following:

Student Manual—A book of readings which serves as the primary source for students to acquire information on alcohol and problems from alcohol use and highway safety.

Teacher Guide—A manual for teacher use that provides background and administrative information on the program as well as guidance on requirements, strategies, and procedures for conducting instructional activities. The Guide is presented through a set of administrative guidelines and instructional guidelines.

The instructional program was designed for use at the secondary level for the following reasons:

- (1) existing school programs provide a delivery system capable of reaching the majority of youth,
- (2) alcohol education can be scheduled into the school at the age at which youth engage in both drinking and driving, and
- (3) schools can provide the atmosphere and resources necessary to support a wide variety of educational approaches designed to impact youth knowledges, attitudes, and behaviors.

The preparation of *You . . . Alcohol and Driving* was primarily guided by two National Highway Traffic Safety Administration source documents. They were:

- (1) *Communication Strategies on Alcohol and Highway Safety* (Volume II—High School Youth) Grey Advertising, New York, New York (Final Report under Contract No. DOT-HS-074-1-096), February 1975.

Communication Strategies contains basic data on youth drinking, and youth drinking and driving practices. Its primary value was in providing information on the characteristics and needs of youth for preparing instructional objectives for the program.

- (2) Finn, P. and Platt, Judith, *Alcohol and Alcohol Safety* (Volume I of II, Section D on Content Literature) Abt. Associates, Inc., Cambridge, Massachusetts (Final Report under Contract No. DOT-HS-800-705), September 1972. *Alcohol and Alcohol Safety* provided content resources and curriculum development information that was helpful in preparing the program.

The preparation of *You . . . Alcohol and Driving* involved several trials of the program in its developmental stages and a pilot-test of the complete program. Appreciation is extended to the more than 200 young people who reviewed the materials, took tests, and participated in the pilot evaluation from Bethesda Chevy Chase High School, Bethesda, Maryland; Hammond High School, Alexandria, Virginia; Fauquier High School, Fauquier County, Virginia; and Good Counsel High School, Wheaton, Maryland.

Hopefully, appreciation is shown by listing the names, specialty areas, and affiliations of the following individuals who freely gave their time and advice at various stages during the project:

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PREFACE

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ADMINISTRATIVE GUIDELINES



Introduction

Research studies provide evidence that alcohol is a major factor in highway crashes and fatalities. Young drivers constitute a large portion of the alcohol-crash victims. Drivers under the age of twenty-five are reported to be overinvolved in accidents and alcohol-related crashes (Goldstein, 1973). Youthful drivers are more likely to be involved in drinking-driving accidents than are adults, even when differences in amount, type, and time of driving are controlled (Pelz, et al, 1975). While youthful drivers are overinvolved in drinking and driving accidents, they are equally overinvolved in other kinds of accidents. In fact, the pattern of drinking and driving accidents among youthful drivers seems to be a joint function of youthful driver accidents in general and drinking-driver accidents. (Preusser, et al, 1974).

One hypothesis set forth for youth overinvolvement in alcohol crashes is that youth are learning new tasks simultaneously—to drink, to drive, and to drink and drive. Education programs designed specifically to help youth at the onset of drinking and driving appear to have promise. The potential effectiveness of youth alcohol education rests with the program's capability to eliminate information deficiencies concerning the effects of alcohol, provide information on the problems associated with drinking and driving, and to motivate youth to separate the acts of drinking and driving.

Purpose

The purpose in developing *You... Alcohol and Driving* was to provide a usable low-cost alcohol and safe driving instructional program for implementation in secondary schools. The primary objective of the instructional program is to reduce youth involvement in alcohol-related crashes. The instructional approaches support this objective through providing youth with information that enables them to make responsible decisions about alcohol use, drinking and driving, and their relationships with others who drink, and who drink and drive.

Scope of Alcohol Education

In order for alcohol education to be effective, it has to be based on youth problems and characteristics that are amenable to change through instruction. The diagram, Alcohol Education, presents the view that the primary role of education is to improve knowledge concerning alcohol and its effect upon driving. The dissemination of accurate information also has potential to influence the youthful driver's attitude toward drinking in a way that will motivate acceptable behavior. The more direct route to attitude change, however, is through the peer mechanism that leads to youth's adoption of many attitudes in the first place. The instructional program presents information to overcome youth information deficiencies and provides for instructional situations in which students interact and examine their beliefs and

opinions that underlie their attitudes about drinking, and drinking and driving.

Drinking and driving behavior that results as a function of personality development is resistant to change and as such would ordinarily fall outside of the domain of secondary school education. Personality factors owing to early parent and peer influences are more amenable to modification through therapy and counselling programs. For these reasons, no effort is made in the instructional program to influence drinking-driving behavior through modification of personality.

The overall instructional program requires an examination of the following areas:

- Youth involvement with alcohol
- Basic factors of intoxication and how alcohol is processed by the body
- The effects of alcohol on behavior
- Responsible behavior in drinking-driving situations
- Responsibility towards others in drinking situations
- Responsibility towards others in drinking-driving situations.

The instructional program requires students to examine drinking, and drinking and driving in terms of their own behavior and decisions that affect them personally as well as their responsibility towards their peers in drinking, and drinking-and-driving situations. The latter is based on guidelines on how to be a positive influence over others in drinking situations.

Instructional Materials

This section describes the materials that are used for instruction. The materials include a Student Manual, Teacher Guide and instructional aids.

Materials form the basis for the instructional program with each piece of material designed to make a specific contribution to instruction. The Student Manual and Teacher Guide are organized into eight sequential segments. Each segment in the Student Manual and Teacher Guide carries a common number and title.

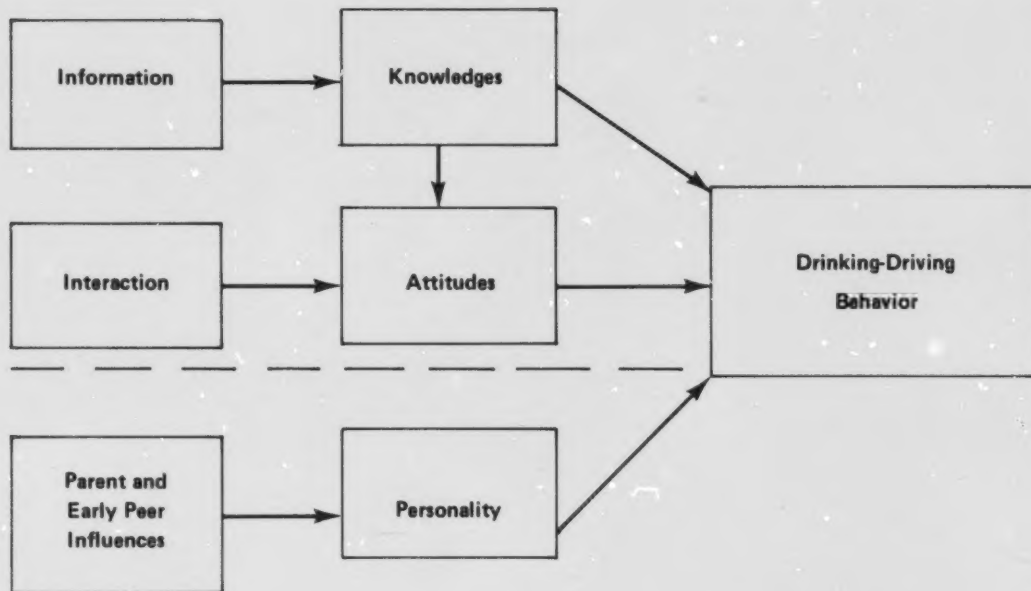
STUDENT MANUAL

The Student Manual provides information necessary for achieving the program knowledge objectives and contains information that supports student acceptance of program attitude objectives and acquisition of performance objectives. The Manual also contains activities for students to complete through independent study and provides information on activities that take place in class instructional sessions.

Manual Readings

Eight student readings support achievement of the program's instructional objectives. The title and a brief description of each Reading follow.

Alcohol Education

*Reading One—Alcohol and You*

Reading One introduces the instructional program. It provides an overview on youth drinking patterns and requires youth to compare their local drinking pattern with the youth national drinking pattern. The Reading also requires students to examine behavior of people in a drinking situation in terms of the possible problems associated with various drinking behaviors.

Reading Two—Alcohol and Intoxication

This Reading covers how the body handles alcohol and how behavior is affected at various blood alcohol concentration percentages. Basic facts on absorption, distribution, oxidation, and elimination are included. The concept of Blood Alcohol Concentration (BAC) is introduced. Other information provided includes the comparison of alcohol content in different types of drinks and common fallacies of sobering up.

Reading Three—In Control

Students are required to view themselves as part of the drinking situation and examine how emotions, physical health, and their surroundings influence behavior while drinking.

Reading Four—Drinking Before Driving

This Reading introduces students to the drinking and driving portion of instruction. The effects of alcohol on driving performance are presented. The individual's responsibility to control and limit drinking before driving is also covered. Additionally, motivational information on drinking and alcohol-related crashes is included.

Reading Five—Driving After Drinking

The primary intent of this Reading is to enable the individual to separate drinking and driving or defer driving after drinking. Motivational information on the risk of combining drinking and driving is provided.

Reading Six—Drugs and Driving

Reading Six provides information on drug use and the problems of combining drugs. Major emphasis is placed on the potential degrading effect of drug use on driver performance.

Reading Seven—Drinking by Others

This Reading presents information on the individual's responsibility to others in drinking situations. Students are asked to examine how their be-

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havior and drinking can influence or encourage others to drink. Additionally, responsibilities for interacting with others in drinking situations are outlined. Suggestions are provided on how to help others avoid intoxication. Means of assisting an intoxicated person are also described.

Reading Eight—Drinking and Driving by Others

This Reading identifies the responsibilities an individual has in preventing others from drinking and driving. The kind of influence that one can exert as well as the need for advance planning to prevent drinking and driving by others is discussed.

Manual Format

The Student Manual is presented through a series of Readings on alcohol and drinking and driving. A common format is used for all readings in the Student Manual. The format includes a reading title, introduction, information section, action summary, and study activity section.

TITLE

Titles apply to program segments. Reading titles in the Student Manual carry the same title as the corresponding segment in the Teacher Guide. Manual and Guide segments are also numbered from One through Eight. A Manual reading and its counterpart in the Teacher Guide constitute an instructional Segment. Titles describe the content of the Segment (i.e., Drinking Before Driving) or indicate behavioral requirements for the student (i.e., In Control).

INTRODUCTION

Manual Readings contain an unlabelled introduction. The introduction identifies major content areas in the Reading and leads the student into the first content area. The introduction also summarizes what students have learned in previous segments and identifies the relationship between the content of previous Readings and the current Reading.

INFORMATION SECTION

This section provides a source for students to acquire information on alcohol and driving and permits them to achieve knowledge objectives as well as attitude objectives. The information section starts with the first major heading in the Reading. The section employs both narrative and graphic material to present information to students. The section is based on the premise that until students acquire information, they are handicapped in their efforts to apply information (i.e., in class sessions) or to behave in a responsible manner (i.e., avoid drinking and driving).

ACTION SUMMARY

An action summary follows the information section. The action summary derives its name from its

contents. The summary is not labelled. Each action summary outlines techniques for students to employ in handling drinking situations, and drinking-and-driving situations. The summaries basically impose behavior requirements on the student. Action summaries are not appropriate for all reading content. Summaries are provided for Readings Three through Six. Contents of Readings Seven and Eight do not lend themselves to a separate action summary. In these Readings, behavior requirements for handling drinking, and drinking-and-driving situations are presented throughout the information section.

STUDY ACTIVITY

Study activities are presented last in the Manual Readings. Study activities include self-test and problem-solving material for student use. The study activity section requires students to apply information gained through the information section of the Reading prior to engaging in class instruction. The study activity section includes two parts.

What You Can Do on Your Own—identifies independent study activities which allow students to check their acquisition of Reading information.

What You Can Do for Class—identifies independent study activities which allow students to prepare for class sessions and become familiar with material used in instructional activities.

Manual Development

Since students are expected to acquire information on their own, material that contains information must be of interest to and readable by the majority of the students. The following guided the preparation of the Student Manual:

- Reference to "you," second person singular, was employed where possible in order for students to feel the manual was "talking" to them.
- Short sentences were used as opposed to lengthy involved sentences. The use of short sentences permits information to better reach students with low reading ability.
- Headings and subheadings were liberally used in order to bring attention to major concepts and to assist the reader in his or her navigational task through the material.
- A conversation style was used where possible to avoid the formal characteristics of textbooks and to convey to the student that both the information and its presentations are for them.
- Illustrations were used to improve visual appeal, divide lengthy passages, present information, and to support major concepts.

The major factor that guided the preparation of the Student Manual was its readability. The Manual will be used, especially if implemented in Driver Education

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programs, with student groups having a wide range of reading skills. The range of reading skills is greater at the secondary school level than at lower grade levels. Therefore, the readability of the Manual was set at a level to meet the reading ability of the majority of the students. Material prepared at the 5th - 7th grade level is appropriate for most students with low reading ability while, at the same time, it does not turn off the more academically oriented students. Material written at a high school level (i.e., 10th) is too difficult for many students while material below the 5th grade level, owing to its elementary style, is inappropriate and also too wordy.

The chart below contains the Manual readability estimates. The levels are based on at least two samples from each Reading.

Manual Reading Level	
Reading	Grade Level
One	7th
Two	7th
Three	6th
Four	7th
Five	6th
Six	8th
Seven	7th
Eight	5th
Overall Estimate	7th

The Fry Scale for determining readability was used to derive the estimates. While one-half the reading estimates are at the seventh grade level, the overall estimate is at a high sixth grade or low seventh grade level. The grade level estimate for Reading Six, Drugs and Driving, is at the 8th grade level. The estimate for Reading Six is higher than the other Readings because of the terminology for the various drug classes and the use of medical and technical language associated with drugs. The terms are familiar enough to be recognized by most students with limited general reading ability. Therefore, the functional reading level may not be as high as the estimate indicates.

TEACHER GUIDE

The Teacher Guide is designed to provide detailed guidance for conducting effective class instruction and managing student learning in the instructional program. The Guide provides information for course administration and for conducting instructional sessions. The instructional portion of the Guide contains eight segments which correspond to the Readings in the Student Manual. The eight segments of the Guide have the same title and number as the Readings in the Student Manual. Teacher Guide segments are presented through sections

that aid the instructor in preparing for and conducting instruction. Each segment of the Teacher Guide includes a section on Instructional Objectives, Rationale, Instructional Overview, Instructional Activity, and Instructional Aids.

Instructional Objectives

Performance, knowledge, and attitude objectives are provided for each segment in the Guide. These instructional objectives are achieved through both class instructional activities and through student use of the Student Manual. Specific instructional objectives are further identified under General Guidance for each Instructional Activity of the Teacher Guide. The objectives are repeated as part of the General Guidance section to allow the teacher to quickly grasp the content of the instructional activity.

Rationale

The Rationale Section provides background information, reasons for the approaches employed in program segments, and research data on which segments are based.

Instructional Overview

The Instructional Overview contains a brief description of methods, evaluation procedures, and resources employed in instruction. This section along with the Instructional Objectives and Rationale sections is provided to assist teachers in planning and preparing for instruction.

METHODS

Instructional methods, such as problem-solving and discussion, are employed in each segment. Reasons for selecting methods and the instructional objectives the methods support are briefly identified.

EVALUATION

Materials and instructional activities that can be used to evaluate student acquisition of objectives are identified. Acquisition of information required by knowledge objectives is determined through teacher observation and the use of two information tests. Acceptance of attitude objectives is determined through teacher subjective evaluation of student responses during instructional activities. Specific instructional activities in support of the attitude objectives are identified in this section to facilitate instructor observation of student responses. The knowledge tests are contained in Appendix B and are discussed following the Teacher Guide presentation.

RESOURCES

This section identifies key content resources. These resources cover the content of instruction rather than how to conduct instruction. Resources are provided on alcohol, drugs, youth drinking characteristics, and drinking and driving. Information on procuring the resources

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is contained in Appendix C. Additionally, references used in the preparation of the instructional program are identified in Appendix C.

Instructional Activity

This section provides guidance on how to conduct each instructional activity. It contains: (1) the activity number and titles, and instructional approach, (2) suggested time allocation for instruction, (3) a brief description of instructional aids used in the instructional activity, (4) general guidance for the instructor, and (5) teaching procedures for conducting each activity.

AID DESCRIPTION

Instructional aids are identified and briefly described. Aids carry the same title as the instructional activity. Because a single aid may be used in more than one segment of instruction, the aids are designated by Roman numerals and located in the back of the manual. The appropriate aid number for each part of the instruction is shown in the upper outside corner of each page of the manual.

GENERAL GUIDANCE

The General Guidance section identifies the objectives the instructional activity supports and briefly outlines the instructional intent and methods employed in the instructional activity.

TEACHING PROCEDURES

This section contains explicit teaching procedures and outlines the sequence of instruction for each activity.

INSTRUCTIONAL AIDS

Instructional aids were selected to support requirements imposed by the learning task. For the most part, instructional aids were used with problem-solving, review, and discussion activities. The aids include self-tests, exercises, situational problems, scenarios, and games. These aids are provided through printed material. Often times an aid is contained in both the Student Manual and Teacher Guide. On occasion, the teacher needs to provide copies of a specific aid to the class.

Additional factors in the selection of aids included availability and cost. All required aids are provided as part of the program. Expensive media such as films were avoided. Films called for in the program are optional. In each case, the instructional objectives can be achieved with another aid, or through another activity. Films, however, were not excluded from the program on the basis of cost alone. Any aid meeting the requirements imposed by the instructional objective was a candidate for the program. Problems of procurement and the content of existing films were considered in making the final decision to limit the use of films in the program.

Nature of Instruction

The instructional program emphasizes the role of the learner in instruction. A student-centered approach is employed in order to increase the probability of students acting on information gained through the program. The student-centered approach holds students responsible for acquiring information, contributing information to other class members, clarifying values through discussion and problem-solving activities, and assisting others in learning through providing information and reacting to information and beliefs held by others. The approach requires interaction among classmates. Interaction among classmates appears essential, since peer interaction is a major factor in influencing drinking behavior, and drinking and driving. A major objective of instruction is for peers to help others make responsible decisions about drinking, and drinking and driving.

The use of a student-centered approach also seems consistent with situations in which youth find themselves. Youth will repeatedly be required to interact with others in making decisions about drinking, and drinking and driving.

INDEPENDENT STUDY

Independent study serves as the primary means by which students acquire information. The Student Manual is the primary source from which course information is acquired. Independent study requirements closely parallel classroom instruction. The minimum time requirement for independent study ranges from 10 - 30 minutes per Manual Reading. While independent study requirements vary with each Reading, independent study provides for the following:

- Information in support of segment objectives.
- Activities to be completed on an individual basis including self-test and problem-solving exercises.
- Information in support of classroom participation.

Use of independent study for acquiring information has the following advantages.

Economy

Scheduled instructional time is reduced. It is far more economical to allow students to acquire information on their own. Additionally, students can be held responsible for acquiring information when a convenient information source (e.g., Student Manual) is available. Instructional time available for alcohol and safe driving is limited. This time should not be used for what students are capable of doing without the benefit of classroom instruction.

Self-Pacing

Studying independently, students have more time than they could be offered in a class session. Providing independent study material allows interested students to spend additional time and permits all students to check

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on their acquisition of information through self-tests and exercises.

CLASSROOM INSTRUCTION

Classroom instruction provides an environment for interaction among students and between students and the teacher, and review and application of previously acquired information on drinking, and drinking and driving to problem-solving situations.

Owing to the student-centered approach and limited instructional time, presentation of information in the classroom should be kept to a minimum level. The primary forms of classroom activity include:

- **Review**—Students present answers based on their independent study and discuss questions for which answers are unclear.
- **Discussion**—Students apply information to the clarification of attitudes, values, and beliefs.
- **Role-Playing**—Students apply information to simulated real world drinking, and drinking and driving situations.
- **Problem-Solving Exercises**—Students apply information gained through independent study to the solution of drinking and driving problems.
- **Tests**—Students are required to recall and apply information obtained through independent study.

PROGRAM TESTS

Two tests are provided for evaluating student acquisition of program information. These tests are contained in Aid I, inserted in the back part of the teacher guide. They consist of the following:

An *Alcohol Test* of 20 items. This is recommended for use following instruction in Segment 2. It measures students' attainment of objectives related to fundamental knowledge of alcohol, its use, and its effects. The test primarily covers information from Segment 2 objectives; the teacher, however, may choose to give this test after Segment 3 instead, to allow additional application of information presented in Segment 2 before testing.

Two forms (A and B) of a *Final Test*. Each form consists of 30 multiple-choice items. The two forms were developed concurrently and represent equally difficult measures of information presented in Segments 1 through 7. (Segment 8 information does not lend itself to measurement with objective test items.) The test forms can be used in two ways. Teachers can determine whether students indeed gain information through study of *You... Alcohol and Driving* by using the two test forms as pre-test and post-test measures. Use of two test forms eliminates the likelihood that students' scores will increase solely through familiarity with the test items.

A second use of the two test forms is envisioned for

teachers with several class sections who must provide different tests for different classes. These tests serve this purpose by providing assessment of student information with equally difficult and equally representative test forms.

Some teachers may select only certain segments from the instructional program. Partial instruction of *You... Alcohol and Driving* precludes the use of an entire test. However, appropriate items can be drawn from each form. A teacher using only the non-driving segments, for example, may select test items from Segments 1, 2, 3, or 7.

Program Administration

You... Alcohol and Driving was designed to achieve instructional objectives based on youth drinking characteristics, and youth drinking and driving problems. The objectives are translated in the learning environment through a Student Manual and Teacher Guide. Acquisition of objectives takes place as a result of student independent study and conducting instructional activities in a classroom setting. In order to achieve the instructional objectives, experiences and activities that support the objectives must be included in the program. This is not to imply that alternatives can't be employed in achieving alcohol education objectives. The statement does imply, however, that the

Alcohol Course Tests

Segment	Form	Item Number	Number of Items
1	A	—	0
	B	10	1
2	A	2, 7, 12, 22, 27	5
	B	3, 13, 23, 28	4
3	A	5, 15, 30	3
	B	5, 15, 30	3
4	A	1, 4, 6, 9, 11, 14, 16, 19, 21, 24, 26, 29	12
	B	1, 4, 6, 9, 11, 14, 16, 19, 21, 24, 26, 29	12
5	A	3, 10, 20, 28	4
	B	2, 8, 18, 25	4
6	A	8, 13, 18, 23	4
	B	7, 12, 17, 22, 27	5
7	A	17, 25	2
	B	20	1

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objectives can only be achieved through instructional activities and experiences designed to assist students in achieving the objectives.

Twenty classroom instructional activities are provided in the program. The instructional activities relying on film media are optional. In this case, the objectives can be achieved through one of the other instructional activities. The Student Manual contains nine independent study activities that provide for review and advance class preparation.

In order to implement the instructional program, 8½ hours of class plus student independent study time is needed. Eight and one-fourth hours accommodate introducing the program, instructional activities, optional instructional activities, and program test administration requirements. If optional activities are not included, instructional time is reduced by approximately one hour.

A Suggested Program Schedule for ten periods of instruction (8½ hours) is provided on the next page. The suggested schedule is based on 50-minute instructional periods. The program schedule should be appropriate for instructional periods ranging from 45 to 60 minutes in duration. *You . . . Alcohol and Driving* can be scheduled in class periods of 30 minutes or more. The suggested schedule identifies the teacher segment, class session requirements for each instructional activity, suggested instructional time for each activity, availability of instructional aids, and advanced student preparation requirements.

STUDENT ASSIGNMENTS

Student preparation requirements are for specific instructional activities above and beyond reading the Student Manual. When a study assignment is indicated on the schedule, the assignment is for that specific activity, but the actual assignment should be made in advance of the scheduled class period. A study assignment designation also indicates that the instructional aid is provided to the student as study material. The assignment covers what students can do on their own and what they can do for class.

INSTRUCTIONAL SEQUENCE

In the suggested schedule, instructional activities are presented sequentially for each segment in the Teacher Guide. However, in order to accommodate class periods of different lengths, instructors can alter the order of activities within a segment (or class period) and, for the most part, can change the activity sequence across segments (or class periods). The major consideration in altering the sequence is in providing student advanced assignments so that the class is prepared to participate in the instructional activity. Schedule flexibility is provided in both length of instructional periods and sequence of activities. However, it is inadvisable to split instructional activities across separate class periods.

PROGRAM DURATION

The overall program length should provide for student independent study time. "Crash" programs of 2 to 3 days in duration should be avoided. The recommended program should span a 3-4 week period. A program of this duration provides time for student preparation and permits classes to be scheduled frequently enough to maintain student interest.

Alternative Schedules

You . . . Alcohol and Driving can be implemented as a separate "mini-course" or as part of a driver education program. The suggested schedule identified earlier is appropriate for these two applications. Segments of the instructional program can also be implemented in non-driving courses and in driver education courses with limited instructional time.

NON-DRIVING COURSES

Secondary school courses in health, physical education, and social studies could employ selected segments of the instructional program. Segments 1, 2, 3, and 7 lend themselves to implementation in non-driving programs. Implementation of these segments would require 2½ - 3 hours of instructional time. The segments and appropriate activities are depicted in the following chart:

Non-Driving Courses		
Segment	Instructional Activity	Suggested Time
1 <i>Alcohol and You</i>	1.2 <i>Local Drinking Pattern</i>	20 minutes
	1.3 <i>Drinking Behavior</i>	30 minutes
2 <i>Alcohol and Intoxication</i>	2.1 <i>Self-Test</i>	10 minutes
	2.2 <i>Intoxo</i>	20 minutes
3 <i>In Control</i>	3.2 <i>Beat The Clock</i>	15 minutes
	3.3 <i>Drinking Limits</i>	20 minutes
	3.4 <i>Alcohol Plus You</i>	20 minutes
7 <i>Drinking By Others</i>	7.1 <i>The Drinking Scene</i>	20 minutes

MINIMAL DRIVER EDUCATION COURSES

Several driver education courses only provide for 30 hours of classroom instruction. The allocation of 8 hours of instruction to alcohol and safe driving could be inadvisable in these programs. The total driver safety objective of these driver education courses may best be served

Suggested Program Schedule

Segment	Class Session Requirements	Suggested Instructional Time	Aids	Student Assignment
1 <i>Alcohol and You</i>	Activity 1.1, Lecture: Program Overview	15 minutes		
	Pre-Course Test (Aid I)	35 minutes	Yes	
	Activity 1.2, Discussion: <i>Local Drinking Pattern</i>	20 minutes	Yes	Yes
	Activity 1.3, Discussion: <i>Drinking Behavior</i>	30 minutes	Yes	Yes
2 <i>Alcohol and Intoxication</i>	Activity 2.1, Review: <i>Self-Test</i>	10 minutes	Yes	Yes
	Activity 2.2, Problem-Solving: <i>Intoxo</i>	20 minutes	Yes	
	Test: <i>Alcohol Test</i> (Aid I)	20 minutes	Yes	
3 <i>In Control</i>	Activity 3.1, Review: <i>Alcohol Test</i>	15 minutes		
	Activity 3.2, Review: <i>Beat The Clock</i>	15 minutes	Yes	Yes
	Activity 3.3, Value Clarification: <i>Drinking Limits</i>	20 minutes		
	Activity 3.4, Role-Play: <i>Alcohol Plus You</i>	20 minutes	Yes	
4 <i>Drinking Before Driving</i>	Activity 4.1, Review: <i>Self-Test</i>	10 minutes	Yes	Yes
	Activity 4.2, Problem-Solving: <i>Decision Point</i>	20 minutes	Yes	Yes
	Activity 4.3, Discussion and Problem-Solving: <i>Youth and Alcohol-Related Situations</i>	30 minutes	Yes	
	Activity 4.4, Problem-Solving: <i>The Plan</i> (Optional)	15 minutes	Yes	
5 <i>Driving After Drinking</i>	Activity 5.1, Discussion: <i>DWI Laws</i>	10 minutes	Yes	
	Activity 5.2, Problem-Solving and Discussion: <i>DWI Game</i>	30 minutes	Yes	
	Activity 5.3, Problem-Solving: <i>Drinking and Driving</i>	10 minutes	Yes	Yes
6 <i>Drugs and Driving</i>	Activity 6.1, Discussion: <i>Drug Use</i>	30 minutes		
7 <i>Drinking by Others</i>	Activity 7.1, Problem-Solving: <i>The Drinking Scene</i>	20 minutes	Yes	Yes
	Activity 7.2, Discussion: <i>Drinking Games</i> (Optional)	15 minutes	Yes	
8 <i>Drinking and Driving by Others</i>	Activity 8.1, Problem-Solving: <i>What's Your Plan?</i>	35 minutes	Yes	Yes
	Activity 8.2, Review: <i>Such A Beautiful Day</i> (Optional)	25 minutes	Yes	
	Test: Final Course Test (Aid I)	25 minutes	Yes	

TOTAL TIME: 8-1/4 hours

through the selection of segments from *You . . . Alcohol and Driving* that are limited to basic alcohol facts and the individual's responsibility concerning drinking and driving.

While this approach is not recommended as an alternative to implementing the entire *You . . . Alcohol*

and *Driving* program, it does permit alcohol and safe driving instruction to be provided in Driver Education courses of limited scope. Segments and instructional activities that can be employed in minimal Driver Education courses are identified below. This implementation would require 3 - 3½ hours.

Administrative Guidelines

Minimal Driver Education Courses		
Segment	Instructional Activity	Suggested Time
2 <i>Alcohol and Intoxication</i>	2.1 <i>Self-Test</i>	10 minutes
	2.2 <i>Intoxo</i>	20 minutes
3 <i>In Control</i>	3.2 <i>Beat the Clock</i>	15 minutes
	3.3 <i>Drinking Limits</i>	20 minutes
	3.4 <i>Alcohol Plus You</i>	20 minutes
4 <i>Drinking Before Driving</i>	4.1 <i>Self-Test</i>	10 minutes
	4.2 <i>Decision Point</i>	20 minutes
	4.3 <i>Youth and Alcohol-Related Situations</i>	30 minutes
5 <i>Driving After Drinking</i>	5.1 <i>DWI Laws</i>	10 minutes
	5.2 <i>DWI Game</i>	30 minutes
	5.3 <i>Drinking and Driving</i>	10 minutes

Class Size

The class size and classroom space should accommodate the interactive nature of instruction. Numerous instructional activities are supported through problem-solving, games, and small group discussions. While the program could be adapted for use with classes of over 30 students, it is recommended that class enrollment be limited to 24-30 students.

Teacher Requirements

The instructional program draws on the teacher's capability to conduct discussions, problem-solving, and review activities. The methods require application of a wide range of teaching skills none of which include traditional information-dispensing approaches (i.e., films, lectures). The instructor's role in *You... Alcohol and Driving* is to provide a structure in which learning can take place. The teacher works as a "facilitator" who provides resources and guides the instructional activities without imposing value judgments. This role is especially important in a program which depends on student self-examination, expression of beliefs, and sharing of experiences.

The General Guidance and Teaching Procedure sections for each instructional activity contained in the Guide provide enough information for a qualified teacher to conduct instruction. In fact, many teachers, after becoming familiar with the program, will rely on the Teacher Guide as a resource rather than as a teaching manual.

TEACHER PREPARATION

An extensive teacher preparation program for *You... Alcohol and Driving* is not envisioned. The basic competencies required for instruction include:

- Ability to manage learning through a student-centered approach
- Familiarity with the subject matter of alcohol and, to a lesser degree, drugs
- Familiarity with alcohol and safe driving problems
- Familiarity with driver education program content

LESSON PREPARATION

Teacher preparation requirements have been minimized by providing low-cost self-contained instructional material for the program. Neither the teacher nor students are required to procure basic resources to support instruction. The Student Manual and Teacher Guide essentially replace the numerous brochures, pamphlets, booklets, films, and other aids that are typically procured by the teacher or student to support instruction.

Lesson preparation requirements, which are not all required in a single lesson, include:

- Making advanced assignments to the class
- Reviewing scheduled instructional activities from the Teacher Guide
- Preparing the classroom for instruction (e.g., information on chalkboard, room arranged for groups)
- Procuring projection equipment
- Making multiple copies of tests and some instructional aids
- Reading the Student Manual and completing the study assignments.

Instructional aids, identified above, requiring multiple copies for class use, are located in the back part of the Teacher Guide.

INSTRUCTIONAL GUIDELINES



Instructional Guidelines

Segment	Activity
1	
	Aid

Title: Alcohol and You

INSTRUCTIONAL OBJECTIVES

Performance Objectives

The Student Must:

1. Resist pressure to drink.
2. Avoid attending events at which drinking is required.

Knowledge Objectives

The Student Must Know:

1. Youth drinking patterns (national/local).
 - a. Where, when, why, and how much drinking takes place.
 - b. Similarities and differences between youth and adult drinking patterns.
2. Reasons why some people choose to drink and some do not.
3. The magnitude of youth problem drinking.
 - a. Definition of problem drinking.
 - b. Signs of problem drinking.
 - c. Kinds of problems resulting from excessive drinking.
 - d. Nature of the drinking problem in locality and school.

Attitude Objectives

The Student Must:

1. Believe that alcohol does not help to reach goals or improve one's image.
2. Believe the decision to refrain from or limit drinking is more important than social acceptability.

RATIONALE

Segment 1 introduces the *You... Alcohol and Driving* instructional program. Its content includes youth drinking patterns, reasons for drinking and not drinking, and youth problem drinking. This content was selected in order to begin instruction with topics familiar to the student. The instructional activities are designed to stimulate student thinking about alcohol-related behavior and student involvement with alcohol. Information depicting youth involvement with alcohol is covered (national and local).

Although the primary subject of the instructional program is youth and alcohol in relation to highway

safety, students must be aware of and understand their involvement with alcohol before the aspect of driving is considered. It is important, therefore, to limit discussions on drinking-driving behavior at this point in the instructional program.

In addition to the stated instructional objectives, Segment 1 is designed to capture the students' interest for the program, and set a tone of "openness" for the entire course. The instructional program relies heavily on student interaction and is designed to elicit students' feelings and beliefs about drinking and nondrinking behavior, and drinking and driving problems.

INSTRUCTIONAL OVERVIEW

Methods

All instructional activities are student-centered. Students are expected to supply information on local drinking patterns, express their reasons for drinking, and evaluate drinking-related behavior. Instructional methods include discussion, problem-solving, and value clarification. The instructional methods were selected in order to emphasize the attitude objectives. Through a student evaluation of nondrinking and drinking behavior, students should realize that drinking does not improve one's image and believe the decision to refrain from or limit drinking is more important than social acceptability.

Evaluation

Student attainment of information on youth drinking patterns and the magnitude of the youth drinking problem is evaluated through a written test given upon completion of Segment 2. Activity 1.3, *Drinking Behavior*, provides the best opportunity for observing indicators of student acceptance of the attitude objectives.

Suggested Teacher Resources

1. *Communication Strategies on Alcohol and Highway Safety*, (Volume II—High School Youth), Grey Advertising, New York, New York (Final Report under Contract No. DOT-HS-074-1-096), February 1975.
2. Finn, P. and Platt, Judith, *Alcohol and Alcohol Safety* (Volume I of II, Section D on Content Literature) Abt Associates, Inc., Cambridge, Massachusetts (Final Report under Contract No. DOT-HS-800-705), September 1972.

Instructional Activity 1.1
 Approach: Lecture
 Suggested Time: 15 minutes

Segment	Activity
1	1.1
	Aid II, III, IV

Title: Program Overview

Aid Description

Selected aids from the program can be used as examples (Aid II, *Drinking Behavior*; Aid III, *Intoxo*; and Aid IV, *DWI Game*).

General Guidance

The purpose of the *Program Overview* is to provide students with an indication of the purpose, content, and nature of the instructional program. The requirements for independent study and administrative requirements should be discussed.

Purpose—The presentation of program objectives should include the responsible use of alcohol, responsible decision-making concerning drinking and driving, and an individual's responsibility to others in drinking, and drinking and driving situations.

Content—The Readings in the Student Manual should be identified and a brief description of each should be presented.

Nature—Major kinds of class activities including discussion, role-playing, problem-solving, and the use of games should be identified.

Independent Study—The role of independent study as a means of obtaining information should be explained. The student should understand that class sessions will be used to discuss and apply information rather than to gain new information. In order for them to be able to participate in class, they must complete the Readings and activities contained in the Student Manual before the scheduled class session.

Administrative Requirements—Instructor and school requirements such as attendance, schedules, and grading should be identified.

Teaching Procedures

1. Distribute Student Manuals.
2. Explain the purpose of the program.
3. Have students turn to each Reading in the Student Manual and briefly explain the content of each.
4. Explain the need for students to participate in class discussion. Using aids from the Teacher Guide, provide examples of other class activities.
5. Have students open their Manuals to a "What You Can Do on Your Own" section. Explain that this section: (1) helps them to see if they understand the

information from the Reading, (2) helps them prepare for class, and (3) in some cases, will be used in a class activity.

6. Explain that the section, "What You Can Do For Class," is first used in independent study and should be completed as a study assignment before it is used in an instructional activity in a class session.

Instructional Guidelines

Segment	Activity
1	1.2
	Aid V

Instructional Activity 1.2
Approach: Discussion
Suggested Time: 20 minutes

Title: Local Drinking Pattern

Aid Description

Aid V provides categories for recording student survey information on local drinking patterns.

General Guidance

This discussion bridges the information gap between the national youth drinking pattern presented in Reading One and local youth drinking experiences. The discussion supports:

Knowledge Objectives—The student must know youth drinking patterns (national and local) and the reasons why some people choose to drink and some do not.

The discussion is based on a student independent study assignment to interview at least five young people. The students use Aid V, *Local Drinking Pattern*, to record their survey results. The aid is provided in Reading One for student use.

Teaching Procedures

1. Identify the topic area and define the structure for the discussion, *Local Drinking Pattern*.
2. Ask for students to provide their interview information.
3. Tally the students' comments on youth drinking patterns (teacher or student serves as recorder).
4. When students finish providing information, total the responses for each category.
5. Call on students to provide a summary of local youth drinking and compare the local drinking pattern with information on the national drinking pattern contained in Reading One.
6. Call on students to discuss the reasons youth identified in their survey gave for drinking or not drinking.
7. Ask students to contrast the reasons youth drink with the reasons why adults drink.

Instructional Activity 1.3
 Approach: Discussion
 Suggested Time: 30 minutes

Segment	Activity
1	1.3
	Aid !!

Title: Drinking Behavior

Aid Description

Aid II presents characters in a drinking situation for students to evaluate. A *Character Analysis* based on *Drinking Behavior* is also provided for teacher use.

General Guidance

Drinking Behavior provides for a guided experience in value clarification—"Do I want to be the kind of person I become when I drink?" It supports:

Performance Objectives—The student must resist pressure to drink and avoid attending events at which drinking is required.

Attitude Objectives—The student must believe that alcohol does not help to reach goals or improve one's image, and that the decision to refrain from or limit drinking is more important than social acceptability.

Through this discussion, students evaluate drinking behavior of young people in a social setting. The focus of the evaluation is on each student's perception of the behaviors in the drinking situation.

The activity is based on *Drinking Behavior*, a scenario which provides a common social setting in which people assume various drinker and non-drinker roles. *Drinking Behavior* is contained in Reading One for student use in independent study. However, some class time should be provided for student review of the characters.

Individual students are to select a character they are like or would like to be. Discussion groups are formed on the basis of characters selected. The purpose of the group discussion is to compile a list of problems that selected characters may face in the future because of drinking behavior. If necessary, the teacher can use the *Character Analysis* from Aid II to help students select a character.

Teaching Procedures

1. Ask students to open their Manuals to "What You Can Do For Class," *Drinking Behavior*.
2. Explain and clarify the instructional activity to include:
 - a. Each student selects a character they are like, or would like to be (all students are to select one character).
 - b. Selected students explain their reasons for choosing a particular character.
 - c. Discussion groups are formed.

- d. Groups discuss their selected characters and prepare a list of problems "their" character may face in the future because of drinking behavior.
- e. At the end of the discussion period, one student from each group presents the group "problem list" to the class.

3. Present *Drinking Behavior* to the class.
4. Record each student's selected character.
5. Ask for two or three volunteers to explain why they chose a particular character.
6. Divide the class into small groups for the character problem identification session.
7. Following the discussion period, have the group leaders present their list of character problems to the class.

Instructional Guidelines

Segment	Activity
2	
	Aid

Title: Alcohol and Intoxication

INSTRUCTIONAL OBJECTIVES

Performance Objectives

The Student Must:

Control the rate of alcohol consumption in order to avoid high Blood Alcohol Concentrations.

Knowledge Objectives

The Student Must Know:

1. Basic concepts of absorption, distribution, oxidation, and elimination.
2. Relationship between various amounts of alcohol and intoxication.
 - a. Concept of Blood Alcohol Concentration (BAC).
 - b. Alcoholic content per volume of different beverages.
 - Effect of number of drinks and kind of alcoholic beverage on levels of BAC.
 - Effect of time on both intoxication and oxidation.
 - c. Effects of various amounts of alcohol on behavior.
 - d. Fallacies associated with sobering up.

Attitude Objectives

The Student Must:

Believe that no one is immune to the effects of alcohol.

RATIONALE

A primary reason for drinking is the effect alcohol has on the drinker. Students are aware of some behavioral and physical changes attributed to alcohol consumption. To ensure that their assumptions are based on reasonable evidence, Teacher Two reinforces the basic concepts presented in Reading Two on how the body handles alcohol. Segment 2 covers the relationships between various amounts of alcohol and the process of intoxication. Considerable emphasis is placed on the effect of alcohol on behavior and on the concept of Blood Alcohol Concentration. This information is stressed because research studies indicate that students have knowledge deficiencies related to the concept of Blood Alcohol Concentration (BAC), the intoxicating potential of various kinds of drinks, and means for sobering up. The information on amounts of alcohol and alcohol's effects on the drinker from Segment 2

provide the foundation for student achievement of the instructional objectives during the remainder of the instructional program.

INSTRUCTIONAL OVERVIEW

Methods

Instructional methods include reinforcement and application of information through review and problem solving activities. The methods require participation on the part of all students. Student participation is primarily achieved through Activity 2.2, *Intoxo*.

Evaluation

The content of Segment 2 is especially important in achieving knowledge and attitude objectives in the remainder of the instructional program. Therefore, administration of the *Alcohol Test* covering Segments 1 and 2 is recommended to assure that students have a firm understanding of basic alcohol facts. The *Alcohol Test* is contained in Aid I. Activity 2.2, *Intoxo*, also provides a means of determining student acquisition of information relative to the knowledge objectives in Segment 2.

Suggested Teacher Resources

Communication Strategies on Alcohol and Highway Safety, (Volume II—High School Youth), Grey Advertising, New York, New York (Final Report under Contract No. DOT-HS-074-1-096), February 1975.

Instructional Activity 2.1
Approach: Review
Suggested Time: 5–10 minutes

Segment	Activity
2	2.1
	Aid VI

Title: Self-Test

Aid Description

Aid VI is a student *Self-Test* on the information contained in Reading Two. Answers are provided.

General Guidance

This review supports all knowledge objectives. In addition, the *Self-Test* plays two important roles: (1) as an independent study assignment, it permits students to check their understanding of information presented in Reading Two, and (2) as a class activity, it serves as a review of information prior to Activity 2.2, *Intoxo*, and before administration of the *Alcohol Test*.

This activity should proceed fairly quickly since students are provided answers to the *Self-Test* in Reading Two. The review can be limited to questions and corresponding answers which the students do not understand.

Teaching Procedures

1. Identify the *Self-Test* review and ask students to turn to the *Self-Test* in Reading Two.
2. Request that students indicate the questions and answers which they do not understand. Any misconceptions should be clarified by either the teacher or other students.

Instructional Guidelines

Segment	Activity
2	2.2
	Aid III

Instructional Activity 2.2
Approach: Problem-Solving
Suggested Time: 20 minutes

Title: Intoxo

Aid Description

Aid III, *Intoxo*, consists of game cards, and *Intoxo* questions and answers. The *Intoxo* questions and answers are provided in the aid section immediately following the Teaching Procedures. Copies of different game cards for class use are provided in Aid III.

General Guidance

The game, *Intoxo*, supports the performance objective: the student must control the rate of alcohol consumption in order to avoid high Blood Alcohol Concentrations. It also supports all knowledge objectives.

Intoxo is played in the same manner as Bingo, with the teacher calling out questions contained in Aid III, and the students responding by writing the question number on the square containing the correct answer. The game terminates when a student has five answers in a row, whether they move across, down or diagonally. The student's game card must be checked to see if the responses are all correct. When the *Intoxo* game is completed, a discussion of the questions used in the game should follow.

Intoxo provides for student application of information and serves as a means of assessing student attainment of information. Knowledge areas include the effects of alcohol on behavior, the concept of BAC, and factors influencing intoxication.

Teaching Procedures

1. Provide a game card to each student (six versions are available).
2. Explain the rules for play.
3. Begin by randomly asking *Intoxo* questions. Each question must be preceded by identification of the question number. Have students write the question number on their cards on the square that contains the correct answer (check off each question as it is asked in order to check the "winner's" card).
4. Continue to ask questions in a random order.
5. Continue the game until one of the students has filled a row on his *Intoxo* card and calls out "*Intoxo*." Check the "winner's" card (the student quickly calls each answer and question number). Affirm each answer and repeat the question asked (this assures that students are not allowed to win by

identifying the correct answers for the "wrong" questions).

6. Ask students to erase the numbers on their *Intoxo* cards and exchange game cards with another student.
7. Continue the game to allow all questions to be asked and to ensure multiple winners (questions may be asked more than once and questions missed should be repeated).
8. After *Intoxo* has been played a few times, ask each question to allow the students to discuss the correct answers.

Segment	Activity
3	
	Aid

Title: In Control

INSTRUCTIONAL OBJECTIVES

Performance Objectives

The Student Must:

Remain below a level of intoxication.

- Control the rate of consumption to prevent alcohol from affecting performance.
- Set a limit that accounts for conditions under which drinking occurs.

Knowledge Objectives

The Student Must Know:

Personal limits of intoxication.

- Relationship between body weight and Blood Alcohol Concentration.
- Impact of drinking experience in drinking situations.
- The effect of physical and emotional conditions and surroundings on behavior in drinking situations.
- Relationship between intoxication and physical and psychological tolerances.

Attitude Objectives

The Student Must:

- Believe that alcohol does not help to reach goals or improve one's image.
- Believe the person's decision to refrain from or limit drinking is more important than social acceptability.
- Believe that no one is immune to the effects of alcohol.

RATIONALE

Segments 1 and 2 provided students with an information base on how the body handles alcohol, the effects of different amounts of alcohol on behavior, and information on the relationship between BAC and intoxication. The primary purpose of Segment 3 is to enable students to personalize basic information about BAC, and to determine the effects of alcohol on behavior and performance in various situations. To achieve this purpose, students must view themselves as a variable in the drinking situation. Students are required to examine the conditions under which they drink, and emotional and

situational factors that influence how alcohol will affect their behavior and performance. Students are provided an opportunity to examine ways of limiting and controlling their drinking for those instances when personal or situational factors influence behavior beyond the effects associated with given quantities of alcohol.

The personal approach is employed owing to: (1) recent research findings indicating youths' inability to recognize their own limitations in drinking situations, and (2) the failure of young drinkers to recognize the relationship between numbers of drinks, level of intoxication, and BAC. Additionally, the element of personalization is necessary since different amounts of alcohol affect people differently and can affect the same person differently at different times.

INSTRUCTIONAL OVERVIEW

Methods

The methods are primarily student-centered. The major instructional techniques include review, value clarification, and role-playing. They were selected to allow students to personalize information on the effects of alcohol. The methods also require students to examine their own drinking practices and to consider setting limits or controls on their drinking that will take into account their personal state and the drinking situation.

Evaluation

A formal evaluation of student acquisition of information supporting the knowledge objective is made as part of the final test. Activities 3.2, *Beat The Clock* and 3.4, *Alcohol Plus You*, provide an opportunity to assess student acquisition of information during Segment 3. Activity 3.3, *Drinking Limits*, enables the teacher to assess student beliefs and feelings about limiting drinking.

Suggested Teacher Resources

Finn, P. and Platt, Judith, *Alcohol and Alcohol Safety* (Volume I of II, Section D on Content Literature) Abt Associates, Inc., Cambridge, Massachusetts (Final Report under Contract No. DOT-HS-800-705), September 1972.

Instructional Guidelines

Segment	Activity
3	3.1
	Aid I

Instructional Activity 3.1
Approach: Review
Suggested Time: 15–20 minutes

Title: Alcohol Test

Aid Description

The *Alcohol Test* and answers are contained in Aid I.

General Guidance

The review activity ensures that students have mastered information on basic alcohol facts before examining differences in individual responses to alcohol and the problems that alcohol creates for the driver. The review should provide an adequate explanation of each test question by students or the teacher.

Teaching Procedures

1. Return Alcohol Test forms to class.
2. Review each question (if students question correct answers or fail to understand them, provide an explanation).
3. Continue the activity until each question has been reviewed.

Instructional Guidelines

Instructional Activity 3.2
Approach: Review
Suggested Time: 10–15 minutes

Segment	Activity
3	3.2
	Aid VII

Title: Beat the Clock

Aid Description

Aid VII includes *Beat The Clock* and the BAC Chart. The answers to *Beat The Clock* depend on each individual's weight and perceptions of how conditions influence behavior when drinking. Correct answers can be established for those questions concerned with computation of Blood Alcohol Concentration.

General Guidance

This activity is a review of the student independent study assignment to complete *Beat The Clock*. This activity supports:

Performance Objectives—The student must control the rate of consumption to prevent alcohol from affecting performance, and set a limit that accounts for conditions under which drinking occurs.

Knowledge Objectives—The student must know the relationship between body weight and Blood Alcohol Concentration, and the effect of physical and emotional conditions and surroundings on behavior in drinking situations.

In completing the activity, students compute BAC for their weight, and consider factors that influence how alcohol affects them.

The review session requires students to apply information they gain through Reading Three. In the event students are unable to provide responses to *Beat The Clock*, the teacher may use *Beat The Clock* as a question and answer aid to teach the information contained in Reading Three. Since answers to *Beat The Clock* depend on body weight, one featherweight (<110 pounds), one middleweight (over 110 pounds and up to 170 pounds), or one heavyweight (>170 pounds) should be called on to answer each question. All students should provide at least one answer to items on *Beat The Clock*. The teacher should complete *Beat The Clock* with his or her weight before the class session.

Teaching Procedures

1. Have students open their Manuals to Reading Three where they can refer to *Beat The Clock* and the BAC Chart.
2. Begin by answering the first *Beat The Clock* question (Use your own weight as the basis for answering).
3. Call on a featherweight and a heavyweight to provide an answer to each question.
4. When students respond to an item, have them indicate their weight and give their answer.
5. Check answers for each *Beat The Clock* response using the student's weight. Errors are corrected by classmates or the teacher (if necessary) and the next item is considered. Questions concerning perceptions of how conditions influence behavior when drinking should be discussed by the class.
6. End the review when answers are provided for all items.

Instructional Guidelines

Segment	Activity
3	3.3
	Aid

Instructional Activity 3.3
Approach: Value Clarification
Suggested Time: 15–20 minutes

Title: Drinking Limits

Aid Description

None required.

General Guidance

Drinking Limits, a value clarification activity, supports Segment 3 performance objectives, knowledge objectives, and the following attitude objectives.

Attitude Objectives—The student must believe that the person's decision to refrain from or limit drinking is more important than social acceptability and that no one is immune to the effects of alcohol.

Drinking Limits requires students to evaluate the limits they impose on themselves when drinking. The activity was selected because (1) research findings reveal that a subset of the youth drinker group rather frequently becomes intoxicated, and (2) interviews with youth indicate that young drinkers often set a limit on drinking beyond the level of intoxication.

The activity is conducted through a discussion format with the teacher serving as recorder. The discussion structure is as follows:

- Students indicate the limits they impose upon their drinking (i.e., never enough to get drunk, never so much that I can't get home, not so much that people can tell I'm drunk, never so much that I get sick).
- Class members evaluate the limits stated by other students in terms of whether or not the limits prevent intoxication and the limits are set at a level to avoid problems because of drinking.

Teaching Procedures

Introduction

1. Introduce the topic, *Drinking Limits*, and indicate the kind of information to be discussed.
2. Explain that class members will discuss:
 - a. Limits they set on their drinking.
 - b. Why they do or do not set limits on their drinking.
 - c. Under what conditions they would set a limit on their drinking.
 - d. How they know when they've reached their limit, if indeed they set a limit.

3. Provide an example of the kind of self-imposed limit that the discussion is designed to reveal. "I always stop drinking if I begin to feel sick . . . after two drinks."

Discussion of Limits

4. Call on students who drink (even one drink) to offer information on items under (2) (teacher records for use in evaluation).
5. Select specific information areas as necessary from (2) to guide the discussion.

Evaluation of Limits

6. Following the discussion, allow the class an opportunity to evaluate the limits and reasons for the limits that have been expressed.
7. Point out that the evaluation covers whether the limits keep people below the level of intoxication and whether limits help the drinker avoid problems associated with drinking.
8. Present the limits and reasons for the limits expressed by the students under (4) above for student evaluation.
9. Following an evaluation of specific limits, call on a student(s) to provide a summation of the kind of drinking limits that class members impose.

Instructional Activity 3.4
 Approach: Role-Play
 Suggested Time: 15–20 minutes

Segment	Activity
3	3.4
	Aid VIII

Title: Alcohol Plus You

Aid Description

Aid VIII provides information for role-players. The aid contains information on *Drinks and Time*, and *Factors* influencing behavior when drinking. The information can be placed on two sets of different colored paper, folded, and placed in separate containers for use during the role-playing activity.

General Guidance

Alcohol Plus You supports:

Performance Objective—The student must set a limit that accounts for conditions under which drinking occurs.

Knowledge Objectives—The student must know the relationship between body weight and Blood Alcohol Concentration, and the effects of physical and emotional conditions and surroundings on behavior in drinking situations.

Attitude Objective—The student must believe that no one is immune to the effects of alcohol.

The role-playing activity requires students to indicate the effect of alcohol on behavior and the effect of alcohol on behavior when an additional factor is present. Students may base their role-playing responses on information from Reading Three or on their personal experiences. The role-playing activity may be conducted in small groups (3–5 students) or as a full-class activity. Students may also be given the option of describing or acting out the effects of alcohol and other factors on behavior.

In conducting the activity, students: (1) select a card from *Drinks and Time*, read the conditions, and act out (describe) how behavior would be affected, and (2) draw a *Factors* card and act out how the conditions on the *Factors* card would change behavior beyond that resulting from the *Drinks and Time* card.

Teaching Procedures

1. Select between conducting a full-class activity or small group activity.
2. Fold card sets so printing is not visible and place in separate containers (if small groups are used, provide cards and containers for each group).
3. Demonstrate activity.
 - a. Draw one card from *Drinks and Time* (each card contains number of drinks and the time frame of drinking).
 - b. Read aloud (return card).
 - c. Act out or describe the behavior expected from the number of drinks on the card.
 - d. Select a second card from the *Factors* container (these cards contain the influencing variables).
 - e. Read aloud (return card).
 - f. Act out or describe how behavior may or may not be changed.
 - g. Ask class members to discuss interpretations of
 - effects from alcohol, and
 - other factors on behavior.
4. Students begin activity.
 - Full class—call for volunteers, make sure all students participate.
 - Small group—divide into groups, make sure there is a group leader, monitor groups.
5. Try to provide an opportunity for as many students as possible to participate before the activity is ended (if in small groups, all students should have an opportunity to provide at least one role-play response).

Instructional Guidelines

Segment	Activity
4	
	Aid

Title: Drinking Before Driving

INSTRUCTIONAL OBJECTIVES

Performance Objectives

The Student Must:

1. Limit and control drinking before driving to remain below legal impairment and reduce the risk of an accident.
2. Recognize behavior indices of impairment when driving is planned.

Knowledge Objectives

The Student Must Know:

1. Relationship between BAC and legal standard for driving under the influence of alcohol.
2. Effects of alcohol on driving skills.
 - a. Impaired driving skills and their relative importance to safe driving.
 - b. Common "behind-the-wheel" drinking signs.
 - c. Problems in combining drinking with a complex behavior—drinking/driving—when an individual is relatively inexperienced in both.
3. Youth involvement in alcohol-related crashes.
 - a. Relationship between BAC level and accident probability.
 - b. The effect of low BAC percentages on young driver accident involvement.
 - c. Nature of youth alcohol-related crashes (i.e., night, etc.)
4. Procedures for limiting and controlling drinking to avoid impaired driving and the risks of drinking and driving.
5. Impact of drinking and personal/social conditions on making a decision to drive.

Attitude Objectives

The Student Must:

1. Believe that at .05% BAC a person's driving skill is impaired.

2. Believe that driving when skills are degraded by alcohol involves an unacceptable level of risk.

RATIONALE

Segment 4 introduces instruction on drinking and driving. Previous instruction on physical and behavioral effects of alcohol provide background information for instruction on drinking and driving and for the remaining segments of the program.

This segment treats driving as a complicated task and emphasizes that a person's driving skill is affected by alcohol and that young drivers are involved in accidents at low BAC percentages. The student is encouraged to avoid driving when affected by alcohol (.01—.04% BAC) and is provided both information and activities that assist in limiting and controlling drinking in order to remain below impairment (.05% BAC).

Motivational information on alcohol-related crash data and impaired driving is provided to support the instructional objectives.

The instructional objectives for this segment are based on youth drinking characteristics and youth drinking/driving problems.

1. Youth are introduced to drinking and driving as independent activities at about the same time. Two-thirds of the youth drinker group sometimes drive after drinking.
2. Youth are overinvolved in accidents and alcohol-related accidents.
3. Young drivers tend to be more affected than adult drivers at lower percentages of BAC. Blood Alcohol Concentrations between .03% and .06% are typical in youth alcohol crashes. Youth have more fatal crashes when the percentage of alcohol in the blood is between .01—.09% than do adults.
4. Young drinking drivers tend to overestimate their alcohol consumption limits. They do not know

Instructional Guidelines

Segment	Activity
4	
	Aid

the number of drinks it takes to reach specific BAC percentages.

5. Among the youth drinking group, only a small percentage believe they are worse drivers "while under the influence of alcohol."

INSTRUCTIONAL OVERVIEW

Methods

Instructional methods require student application of information through review and problem-solving activities. Application of information underlies the achievement of performance and attitude objectives. No matter how much students want to reduce the risk of drinking and driving, they must first be able to control and limit their drinking.

Evaluation

Student acquisition of information supporting Segment 4 instructional objectives is evaluated as part of the final test. Instructional Activities 4.2, *Decision Point*, and 4.3, *Youth and Alcohol-Related Situations*, provide an opportunity to assess student attainment of the knowledge objectives and acceptance of the attitude objectives.

Suggested Teacher Resources

1. *Communication Strategies on Alcohol and Highway Safety* (Volume II—High School Youth) Grey Advertising, New York, New York (Final Report under Contract No. DOT-HS-074-1-096), February 1975.
2. Finn, P. and Platt, Judith, *Alcohol and Alcohol Safety* (Volume I of II, Section D on Content Literature) Abt Associates, Inc., Cambridge, Massachusetts (Final Report under Contract No. DOT-HS-800-705), September 1972.
3. Preusser, D. F., Oates, F., Jr. and Orban, Marlene S., *Identification of Countermeasures for the Youth Crash Problem Related to Alcohol*, Dunlap and Associates, Darien, Connecticut (Final Report under Contract No. DOT-HS-099-3-747), September 1974.

Instructional Guidelines

Segment	Activity
4	4.1
	Aid IX

Instructional Activity 4.1
Approach: Review
Suggested Time: 10 minutes

Title: Self-Test

Aid Description

Aid IX, a student *Self-Test*, is used to review information on how to limit and control drinking before driving.

General Guidance

This review is a follow-up to a student independent study assignment for Reading Four. The activity supports the following instructional objectives:

Performance Objective—The student must limit and control drinking before driving to remain below legal impairment and reduce the risk of an accident.

Knowledge Objective—The student must know procedures for limiting and controlling drinking to avoid impaired driving and the risks of drinking and driving.

Attitude Objective—The student must believe that at .05% BAC a person's driving skill is impaired.

The activity requires students to consider weight (their own), drinking and oxidation time, and amount of alcohol consumed in determining whether or not to drive. They are asked to avoid impaired driving and to avoid driving when affected by alcohol.

Because the activity is a follow-up to the students' independent study assignment, it should only require a few minutes of class instruction. If, however, students experience difficulty in completing the basic activity, Aid IX can be used to provide instruction on the basic information contained in Reading Four.

Teaching Procedures

1. Ask the students to open Reading Four to the *Self-Test*.
2. Begin by asking if the students have any questions on the Reading or the *Self-Test*.
3. If students have no questions, choose questions at random from the *Self-Test* for the class to answer.
4. Call for volunteers to answer these questions. If necessary, call on a number of different students to assess whether or not the class has acquired and can apply the information from Reading Four.
5. End the activity when student questions and selected teacher questions have been answered.

Instructional Activity 4.2
 Approach: Problem-Solving
 Suggested Time: 15–20 minutes

Segment	Activity
4	4.2
	Aid X

Title: Decision Point

Aid Description

Aid X contains four open-ended, drinking-before-driving situations for students to respond to. Suggested answers to the problem-solving situations are provided.

General Guidance

This problem-solving activity supports the following instructional objectives:

Performance Objectives—The student must limit and control drinking before driving to remain below legal impairment and reduce the risk of an accident, and recognize behavior indices of impairment when driving is planned.

Knowledge Objectives—The student must know procedures for limiting and controlling drinking to avoid impaired driving and the risks of drinking and driving, and the impact of drinking and personal/social conditions on making a decision to drive.

Attitude Objective—The student must believe that driving when skills are degraded by alcohol involves an unacceptable level of risk.

The information necessary to respond to *Decision Point* situations is provided in Reading Four. Each situation requires a decision about whether an individual should drive after he/she has been drinking. Students complete each situation when the decision point is reached.

A number of the situations can be answered correctly with more than one method of avoiding impaired driving. The most on-target response is supplied for each situation. The instructor should allow students to explore alternative answers. *Decision Point* without suggested answers is contained in Reading Four.

Teaching Procedures

1. Have students open their Manuals to *Decision Point*.
2. Indicate that the class is to explain how they would handle each situation.
3. Student or teacher presents each situation.
4. Have students volunteer their perceptions of what the decision-making character should do.
5. Encourage students to discuss differences about what should be done, and what could have been done to prevent the situation.
6. Intervene if answers indicate misinformation about drinking or drinking and driving.

Instructional Guidelines

Segment	Activity 4.3
4	Aid XI

Instructional Activity 4.3
Approach: Discussion and Problem-Solving
Suggested Time: 30 minutes

Title: Youth and Alcohol-Related Situations

Aid Description

Aid XI consists of potential accident situations, visuals depicting the situations, outcomes of the situations, and visuals depicting the outcomes. Situation visuals are coded with a J plus a number (i.e., J1). Outcome visuals are coded with an O plus a number (i.e., O1). Visual masters are provided in Aid XI.

General Guidance

This is a two-part discussion and problem-solving activity. The parts and objectives are as follows:

PART I Discussion, *Your Drinking Driving Experience*

Knowledge Objective—The student must know common "behind-the-wheel" drinking signs.

PART II Problem-Solving, *Forecasting Accident Probability*

Knowledge Objective—The student must know common "behind-the-wheel" drinking signs, and nature of youth alcohol-related crashes.

Attitude Objective—The student must believe that driving when skills are degraded by alcohol involves an unacceptable level of risk.

The discussion, Part I is based on student experience with drinking and driving and information on driving errors presented in Reading Four. The discussion should result in students' identifying signs of drinking and driving similar to those in Reading Four (i.e., too fast, running over curb, quick or jerky start).

Part I is designed to reinforce information on the kinds of errors made by drinking drivers. It also serves to direct the students' attention toward potential accidents—the subject of Part II.

Part II is supported by Aid XI. This part provides students with an opportunity to analyze situations (supported by visuals) in terms of accident probability. The students' analysis is confirmed or rejected by a presentation of the outcome of the situation. There could be other outcomes than the one presented (i.e., no accident). Part II is designed to increase students' awareness of alcohol-related accident situations and to reinforce the need to avoid drinking before-driving.

Teaching Procedures

PART I

1. Define the structure of the discussion to include "signs" of drinking and driving and indicate that the discussion can be based on experiences (personal/observed) and information from Reading Four. If students discuss a personal situation, they should identify how much and what kind of alcoholic beverage was consumed. If they provide an example from the Reading, they should indicate at what Blood Alcohol Concentration they feel it would be reasonable for that error to occur.
2. Open the discussion by asking for volunteers.
3. Keep the discussion on course by having students study examples of errors and BAC levels, and selecting students to discuss personal experiences and information from Reading Four.
4. Conclude the discussion when it is apparent that students recognize that drinking results in observable driver errors and that drinking-driver errors are generally apparent at moderate percentages of BAC (.05%) and are more apparent at higher BACs (.10%).

Teaching Procedures

PART II

1. Explain the steps in the activity and what students are to do. The steps include:
 - a. Looking at a possible accident situation (Visuals J1–J4, Aid XI).
 - b. Listening to a statement that describes the situation.
 - c. Indicating:
 - chance of accident
 - if an accident, which driver or drivers were at fault
 - why they think there was or was not an accident
 - signs of drinking and driving.
 - d. Looking at another visual to see what occurred (Visuals O1–O4, Aid XI, could be a different outcome from the one presented).
 - e. Listening to a statement that describes what occurred.
2. Present the first situation and project Visual J1, Aid XI.

Instructional Guidelines

Segment	Activity
4	4.3
	Aid XI

3. Have students respond by indicating information called for in Item (1c). Obtain several opinions.
4. Present a description of what occurred and project Visual O1, Aid XI.
5. Encourage additional students to comment and discuss what occurred.
6. Ask if the accident is a typical youth alcohol-related situation (i.e., single car, etc.).
7. Repeat procedure for remaining situations.

Instructional Guidelines

Segment	Activity
4	4.4
	Aid XII

Instructional Activity 4.4
Approach: Problem-Solving
Suggested Time: 15 minutes

Title: The Plan

Aid Description

Aid XII, *The Plan*, is a 16mm film. A sample list of discussion questions to accompany the film is provided.

General Guidance

This is an optional problem-solving activity. It supports:

Attitude Objective—The student must believe that driving when skills are degraded by alcohol involves an unacceptable level of risk.

This objective is also supported by instructional Activities 4.2 and 4.3.

A problem-solving approach employing the film as a stimulus allows students to apply information that underlies the attitude objective. The information in support of the attitude objective includes information on youth alcohol-related accidents and ways of limiting and controlling drinking before driving.

In addition to the film, questions based on the film are provided. Alternative answers to the problems posed in the film are acceptable. The teacher should assure that all answers are based on accurate information concerning problems from drinking and then driving. The film should be previewed prior to instruction. It is advisable for the teacher to "role-play" as a student during the film preview and also provide a role-play response to questions that support the film. A film synopsis follows:

Between classes, high school students pass the word about a beer party. Some students are asked to provide transportation, others are asked to bring beer. Two of the party-planners approach a friend and ask him to drive others to the party. The boy, nicknamed "Shag," fears that something might happen and is reluctant to ask his parents for their car. The other two tell him his fear is unfounded since, after all, "What could happen?"

Teaching Procedures

1. Explain to the class that they will view a short film that doesn't have an ending. They must supply an ending and also answer other questions on how to limit drinking before driving. Students will also evaluate the responses of other class members.
2. Present an overview of the film.
3. Show the film.
4. Ask for volunteers to discuss the film question, "What could happen?" or select a student to begin the discussion.
5. Following the class discussion of "What could happen?" present questions for discussion from Aid XII. Questions from this list discussed by students in response to the film question need not be repeated.

Segment	Activity
5	
	Aid

Title: Driving After Drinking

INSTRUCTIONAL OBJECTIVES

Performance Objectives

The Student Must:

1. Terminate drinking and defer driving to reduce the risk of drinking and driving.
2. Select alternatives to driving to avoid drinking and driving.
3. Avoid driving while impaired or intoxicated.

Knowledge Objectives

The Student Must Know:

1. How to project time necessary for oxidation of alcohol.
2. Alternatives to driving before drinking and at the time of drinking (e.g., riding with a friend, calling someone for a ride).
3. State laws pertaining to drinking drivers:
 - a. DWI legal limits.
 - b. Chemical test.
 - c. Implied consent.
 - d. Penalties for Driving While Intoxicated.

Attitude Objectives

The Student Must:

1. Believe it is better to confront parents or peers rather than risk driving while impaired.
2. Believe it is better to be inconvenienced than risk driving while impaired.
3. Believe that the decision not to drive when impaired is a responsible decision.

RATIONALE

Students are aware of the effects of alcohol on driver performance. They have also acquired information about drinking and driving accidents. In addition, they have demonstrated their knowledge of how to control and limit drinking before driving.

Segment 5 provides information necessary for deciding whether or not to drive after drinking. Motivational information on the legal consequences of drinking and driving is presented to assist students in making their decision. Alternatives for drinking and driving are also covered.

Segment 5 is designed to overcome reported youth knowledge deficiencies regarding penalties for drinking

and driving offenses, and the effectiveness of chemical tests and laws relating to their use. More importantly, the information and activities were selected because youth who drink report that they frequently drive when they perceive themselves to be intoxicated. Very few young drinking drivers believe their ability to drive is much worse when they are drunk.

The content and activities were also selected because of the drinking driving dilemma that young people face. Teenage drinking is more likely to occur away from home than adult drinking. This aggravates the alcohol safety problem among youthful drivers. The problem is further aggravated by the limited options teenagers have after drinking. They:

- have difficulty obtaining safe transportation after drinking
- often face curfews that restrict the sobering up period
- lack money for and have difficulty explaining reasons for using public transportation.

INSTRUCTIONAL OVERVIEW

Methods

The instructional methods for Segment 5 require students to acquire and apply information through discussion and problem-solving activities. A student game is used to support the primary instructional activity. Student acquisition of information about BAC and the effects of alcohol on driver performance is necessary to fully achieve the instructional objectives on which the game is based. Reading Five also contains a section on DWI laws and penalties which are common throughout the country. However, State laws may vary and class instruction should account for state specific requirements. In instances where special legal provisions are made for young drinking drivers (i.e., BAC levels), these exceptions should be stressed.

Evaluation

The formal evaluation of student acquisition of information in Reading Five is conducted as part of the final test. Instructional Activities 5.2. *The DWI Game*, and 5.3, *Drinking and Driving*, allow the teacher to assess student acquisition of information. Instructional

Instructional Guidelines

Segment 5	Activity
	Aid

Activity 5.2 provides the best opportunity for teacher assessment of student acceptance of the attitude objectives as well as student acquisition of all information presented in Reading Five.

Suggested Teacher Resources

1. Finn, P. and Platt, Judith, *Alcohol and Alcohol Safety*. (Volume I of II, Section D on Content Literature) Abt Associates, Inc., Cambridge, Massachusetts (Final Report under Contract No. DOT-HS-800-705), September 1972.
2. State Motor Vehicle Code and/or State "Rules of the Road."

Instructional Activity 5.1
 Approach: Discussion
 Suggested Time: 10 minutes

Segment	Activity
5	5.1
	Aid XIII

Title: DWI Laws

Aid Description

Aid XIII provides a list of questions that should be answered with State specific information on DWI laws.

General Guidance

This activity is designed to provide students with information on State specific DWI laws. It supports:

Knowledge Objective—The student must know State laws pertaining to drinking drivers.

Providing State specific information on DWI is a teacher responsibility. The information can be provided through a printed "fact sheet." Alternative approaches include: (1) providing the questions in Aid XIII for student independent study use (the students could use the *State Rules of the Road* to answer the questions), and (2) providing the information through a short in-class question and answer session. The teaching procedures below are for conducting the in-class session.

Teaching Procedures

1. Introduce the question and answer session on DWI laws.
2. Pose specific questions.
3. Have students volunteer and discuss answers.
4. When all questions have been asked from Aid XIII, ask class members if they have other questions on State DWI laws.

Instructional Guidelines

Segment	Activity
5	5.2
	Aid IV

Instructional Activity 5.2

Approach: Problem-Solving and Discussion

Suggested Time: 30 minutes

Title: The DWI Game

Aid Description

Aid IV, *The DWI Game*, is used in Instructional Activity 5.2. A description of game components and instructions for play are contained in the aid section. Game components (gameboard, 32 Party Cards, 16 Action Cards, and 8 Trading Cards) are provided in Aid IV. A complete set of game material is necessary for each group of 3-4 students.

General Guidance

Activity 5.2, a two-part activity, supports all instructional objectives in Segment 5.

Part 1, *The DWI Game* (Aid IV), is a problem-solving activity that requires students to apply information from earlier Readings and from Reading Five. It serves to reinforce most of the course information on drinking and driving. The teacher should provide multiple copies of the game components before the activity is conducted in class.

Students play *The DWI Game* in groups of 3-4. Since weight is a major factor in becoming intoxicated, game players should be of near equal weight. If weight groupings are not used, lightweight students have little chance of "winning" the game. During game play the teacher is responsible for seeing that the player groups are able to follow the rules of play.

Part 2, a discussion, requires students to identify what they learned while playing the game. Topics to be considered include DWI limits, risks for nondrinking drivers, DWI penalties, role of chemical test, and ways of avoiding driving when impaired. In addition to helping achieve Segment 5 objectives, Part 2 serves to keep the focus of the activity on its educational value rather than on the "fun" aspect of the game.

Teaching Procedures

1. Introduce the game and explain the objective: To keep your BAC low—so you can be the one who arrives "home" first.
2. Divide students into groups of 3-4 (each group plays the game simultaneously).
3. Provide each group with a gameboard, a set of instructions, one die, a set of Trading Cards, a set of Party Cards, and a set of Action Cards. (Each player needs a coin to represent his place on the gameboard. The date or denomination of the coin may differentiate between players.)

4. Indicate that students will need their BAC Chart from Reading Three.
5. Demonstrate the game to the class with one group's set of materials. (Students are asked to listen to *all* instructions before beginning the game.)
6. Ask for questions and clarify rules.
7. As students play the game, respond to questions, and clarify rules of play.
8. The game is completed when a player in each group wins, or at a time the teacher announces. In the latter case, the player in each group with the *lowest* BAC (must be below .05%) who is *closest* to home wins.
9. After the game, bring the groups together and initiate a discussion for the students to evaluate what they have learned.

Instructional Activity 5.3
 Approach: Problem-Solving
 Suggested Time: 10 minutes

Segment	Activity 5.3
5	Aid XIV

Title: Drinking and Driving

Aid Description

Aid XIV, *Drinking and Driving*, provides situations and questions for student response on the risk from and alternatives to drinking and driving.

General Guidance

The problem-solving activity supports the following objectives:

Performance Objective—The student must terminate drinking and defer driving to reduce the risk from drinking and driving.

Knowledge Objective—The student must know State laws pertaining to drinking drivers.

Attitude Objectives—The student must believe it is better to confront parents or peers rather than risk driving while impaired, and that it is better to be inconvenienced than risk driving while impaired.

Since Activity 5.3 is a review of an independent study assignment, little time should be needed to conduct the activity. The activity is based on Aid XIV entitled *Drinking and Driving*. The aid provides for structured student responses to drinking and driving situations. The situations cover risk involved in drinking and driving, and DWI laws. As review leader, the teacher should, however, make sure student responses are based on information acquired from Reading Five or student knowledge of State DWI laws.

Teaching Procedures

1. Introduce the review session and refer students to *Drinking and Driving* in their Manuals.
2. Ask for volunteers to read each situation.
3. Call on students to answer questions for each situation. Students should state their reasons for answers given.
4. For selected questions, call on other students who have different answers.
5. Intervene when answers are based on inaccurate information. Provide correct information quickly in order to maintain the discussion format.
6. End the activity when at least one student has responded to each question.

Instructional Guidelines

Segment	Activity
6	
	Aid

Title: Drugs and Driving

INSTRUCTIONAL OBJECTIVES

Performance Objectives

The Student Must:

1. Avoid combining alcohol with other drugs.
2. Avoid driving after combining alcohol with other drugs.
3. Avoid driving after taking drugs.

Knowledge Objectives

The Student Must Know:

1. Effect of common drugs on behavior and physical processes.
2. Potential risk in combining drugs.
3. Potential effect of drug use on driving skills.
4. Precautions for using prescription and nonprescription drugs.

Attitude Objectives

The Student Must:

Believe the risk and uncertainty of combining drugs and driving is too great to accept.

RATIONALE

This segment provides instruction on problems associated with combining drugs and the effect of drugs on driving. Unlike other segments of the program, *Drugs and Driving* cannot be defended strictly on the basis of accident data. Conclusive and valid data establishing a causative relationship between drug use and highway accidents are unavailable. This condition exists in spite of what common sense dictates. Although inconclusive, the weight of evidence tends to indicate that highways would be safer if drivers avoided the use of drugs.

The relationship between drug use and degradation of driver skills is much more established than the relationship between accidents and drug use. This relationship, therefore, is emphasized in Reading Six.

Drugs and Driving plays an equivalent role in the treatment of alcohol in Segments 1-5 in the instructional program. It is equivalent in:

- Scope—the content covers drug use, problems, and driver safety.
- Position—the information is for individual behavior change rather than behavior directed to help and assist others.

The material in Segment 6, however, is less comprehensive owing to: (a) instruction on alcohol and highway safety being the primary purpose of the program, and (b) the lack of defensible drug-related accident information.

A number of uncertainties surround drug use and the effect of drugs on driver performance. These uncertainties should cause young people to recognize that risk is associated with drug use, if not with drug use alone, in combining drugs and driving.

INSTRUCTIONAL OVERVIEW

Methods

A discussion method designed to clarify beliefs about drug use, drug combinations, and driving is employed. Students are expected to provide information on their drug experiences and to associate their experiences with information provided in Reading Six. The discussion method was selected to increase student awareness of the risk and uncertainties of drug use, and drug use and driving.

Evaluation

Student acquisition of information is assessed through the final test. The teacher should be able to gain insights into student beliefs about drugs, and drug use and driving during the discussion activity.

Suggested Teacher Resources

Voas, Robert B., *Alcohol, Drugs and Young Drivers*, National Highway Traffic Safety Administration, U.S. Department of Transportation, Washington, D.C., May 1974.

Instructional Activity 6.1
 Approach: Discussion
 Suggested Time: 30 minutes

Segment	Activity
6	6.1
	Aid

Title: Drug Use

Aid Description

None required.

General Guidance

In this activity, students discuss drug use and problems associated with driving while under the influence of drugs. The discussion is based on student experiences with drugs and observations about drug use as well as information from Reading Six.

The discussion supports all instructional objectives. Primary emphasis, however, is on the attitude objectives.

Attitude Objective—The student must believe the risk and uncertainty of combining drugs and driving is too great to accept.

Information contained in the Teaching Procedures section should be used to give students guidance on the nature of the discussion and to structure the discussion. Guidance for the discussion is necessary to prevent students from merely sharing misinformation on the effects of drugs. However, because of youths' familiarity with drugs and drug users, and the absence of a clearcut causative relationship between accidents and drug use, considerable latitude must be allowed in this discussion.

The teacher may elect to conduct the discussion through small groups or as a full-class activity. If discussion groups are used, each group should include some students with drug experience. Each group should also have a reporter to present major discussion points to the full class.

Teaching Procedures

- Identify the structure and nature of the discussion for a full-class or small group activity to include:
 - Drug use in the community and who uses drugs.
 - Beliefs about the effects of drugs and problems arising from their use.
 - Problems in combining drugs (including alcohol).
 - Reasons for taking drugs or using drugs in combination.
 - Concerns students have about drug use, drug combinations, and the impact of drugs on their driving ability.
- Initiate the discussion.
- Guide the discussion with items from the structure presented in (1).
- Obtain different students' perceptions (avoid having a few vocal students dominate the discussion).
- Clarify points of information and separate fact from opinion.
- End the discussion when a clear pattern of student drug use, problems, and concerns has been presented.
- Summarize major issues about drug use, combining drugs, and drug use and driving.

Instructional Guidelines

Segment	Activity
7	Aid

Title: Drinking by Others

INSTRUCTIONAL OBJECTIVES

Performance Objectives

The Student Must:

1. Avoid contributing to the intoxication of others.
 - a. Avoid encouraging or pressuring others to drink.
 - b. Avoid competitive drinking including playing drinking games.
2. Prevent others from becoming intoxicated.
3. Provide assistance and care for intoxicated persons.

Knowledge Objectives

The Student Must Know:

1. Relationship between individual behavior and pressures perceived by others to drink.
2. Probable outcomes of competitive drinking.
3. Effects of large quantities of alcohol on performance and body processes.
4. Appropriate aid for intoxicated persons.
5. Procedures for preventing intoxication of others.

Attitude Objectives

The Student Must:

1. Believe it is better to accept peer group criticism than contribute to the intoxication of others.
2. Have enough confidence in social acceptability to insist on responsible drinking by others.

RATIONALE

Segment 7 provides for a role transition on the part of the student. Prior instruction defined responsible use of alcohol in terms of individuals who avoided intoxication, and avoided the risk involved in drinking and driving. Instruction was cast in terms of the individual's decision to drink or not to drink. This segment adds additional requirements for responsible behavior in drinking situations. Namely, a responsible person should: (1) avoid contributing to the intoxication of others, (2) provide help for intoxicated peers, and (3) prevent peer drinking and driving. The third item, peer drinking and driving, is the subject of Segment 8.

Motivational information on problems caused by consuming large quantities of alcohol is presented to increase the probability of youth providing assistance to intoxicated persons.

Instruction is based on the reported youth attitude that youth will help their peers in drinking situations. Since young people drink with other young people at unsupervised events, peer assistance in drinking situations is the only approach that appears to have any real potential in providing help to those who need it. Youth report, particularly in drinking and driving situations, that they would help their peers rather than avoid the situation. They indicated that they would take both individual and group action to help their peers. The youth attitude of peer assistance, however, does not extend to soliciting aid from parents or other forms of authority.

INSTRUCTIONAL OVERVIEW

Methods

A problem-solving method is used to support all instructional objectives. The problem-solving method, in addition to being appropriate for the instructional objectives, permits students to indicate what they would do in drinking situations with their peers (class members) as the "audience." Emphasis is placed on those objectives dealing with problems associated with recognizing and preventing intoxication of others. An optional discussion, *Drinking Games*, is outlined which requires students to examine problems associated with competitive drinking.

Evaluation

Knowledge acquisition is assessed through the final test. Instructional Activity 7.1, *The Drinking Scene*, and 7.2, *Drinking Games*, permit assessment of student information acquisition in support of the knowledge objectives. Student acceptance of the attitude objectives can be determined through Activity 7.1.

Suggested Teacher Resources

Communication Strategies on Alcohol and Highway Safety (Volume II—High School Youth) Grey Advertising, New York, New York (Final Report under Contract No. DOT-HS-074-1-096), February 1975.

Instructional Activity 7.1
 Approach: Problem-Solving
 Suggested Time: 20–25 minutes

Segment	Activity
7	7.1
	Aid XV

Title: The Drinking Scene

Aid Description

Aid XV presents characters in various roles in a drinking situation. Students respond to drinker roles, actions, and comments based on a series of questions about each scene.

General Guidance

The Drinking Scene supports all instructional objectives except for the one performance and one knowledge objective dealing with competitive drinking.

The Drinking Scene presents the actions of drinkers and nondrinkers in one drinking situation. It forms the basis for student problem-solving. Students indicate their perceptions of behavior as portrayed in the situations. The primary focus of the activity is on: (1) pressures applied on others to drink, (2) how people contribute to the intoxication of others, (3) how to prevent intoxication of others, and (4) the need to care for intoxicated individuals. Students are instructed to read *The Drinking Scene* as an independent study assignment to enhance their participation in the instructional activity.

The Drinking Scene should be presented one scene at a time, allowing students to respond to questions before presenting the next scene. The scenes can be presented by the students or teacher.

Teaching Procedures

1. Have students open Reading Seven to *The Drinking Scene*.
2. Explain that *The Drinking Scene* will be presented one scene at a time (students can read along). After each scene is presented, have the class respond to the behavior of the characters in the scene and to the questions about the scene.
3. Present the first scene and ask students to comment on the behavior of the characters. (If comments cover information contained in the questions from Aid XV for the scene, move to the next scene. If student comments do not cover the questions, ask the class the questions.)
4. Repeat Step (3) for each scene.
5. Ask a student or students to summarize the major points made in *The Drinking Scene*.

Instructional Guidelines

Segment	Activity
7	7.2
	Aid XVI

Instructional Activity 7.2

Approach: Discussion

Suggested Time: 15–20 minutes

Title: Drinking Games

Aid Description

Aid XVI is used as a teacher reference. Game titles are listed. The game titles can be used to assist in clarifying the nature of the instructional activity. There is no requirement to identify all games.

General Guidance

The discussion, *Drinking Games*, is an optional activity. Drinking games are played by high school and college youth. However, there is no evidence to indicate how widespread game playing is or how frequently youth engage in drinking games. This activity should be conducted if there is reason to believe that class members engage in competitive drinking.

The activity supports:

Performance Objective—The student must avoid competitive drinking including playing drinking games.

Knowledge Objective—The student must know probable outcomes of competitive drinking.

The discussion is designed to make students aware that: (1) drinking games remove individual decision-making in drinking, (2) drinking game participants frequently drink too much, and (3) individuals who encourage participation in drinking games risk losing the friendship of people who prefer not to play.

Drinking Games, listed in Aid XVI, can be used to indicate the nature of the discussion and to initiate the discussion. In the discussion, students are required to identify competitive drinking situations and why people compete in drinking. After these have been identified, students evaluate conditions and problems that can stem from competitive drinking.

Teaching Procedures

1. Identify the nature of the discussion and provide an example of the various kinds of competitive drinking.
2. Select a student recorder to keep a list of games identified by the class.
3. Have the class identify competitive and game drinking situations.
4. Have the student recorder list each game or competitive situation (when all games are recorded, the recorder identifies each game, one at a time).

5. As the recorder identifies the games, have the class evaluate each game in terms of:
 - Why a person would initiate or participate in the game (i.e., boredom, wants to get drunk, to try it, wants to outdrink someone, wants to get someone drunk).
 - Feelings others may have towards the individual initiating the game.
 - Problems the game may create in peer relations (i.e., pressure to drink, dislike for a person, fear of criticism).
 - Difficulties drinking games create for people with low tolerances for alcohol.
6. Terminate the evaluation when key points have been made (i.e., lack of individual decision-making, pressure to drink to excess, fear of group criticism, high probability of intoxication, potential loss of friends).

Segment	Activity
8	Aid

Title: Drinking and Driving by Others

INSTRUCTIONAL OBJECTIVES

Performance Objectives

The Student Must:

1. Discourage peers from driving when they drink too much.
2. Discourage others from becoming a passenger with a driver who demonstrates signs of impairment.
3. Plan alternatives to limit peer drinking and driving.
 - a. Arrange for a sober driver in advance.
 - b. Select a sober person to drive.
 - c. Identify alternatives to driving.
 - d. Provide a ride for peers if not impaired yourself.

Knowledge Objectives

The Student Must Know:

1. Signs of drinking by others which will result in impairment.
2. Defenses employed by impaired persons to convince others of their capability to drive.
3. How to cope with an impaired person who wants to drive.
4. Alternatives to riding with an impaired person.
5. Elements of a plan for preventing peer drinking and driving.

Attitude Objectives

The Student Must:

Believe that everyone has an individual and group responsibility to protect others from the risk of drinking and driving.

RATIONALE

Segment 8 concludes the *You... Alcohol and Driving* instructional program. The segment focuses on the behavior of others in drinking and driving situations. The individual's role as an influence in drinking by others is expanded to include drinking and driving decisions of others.

Information is presented on: (1) limiting ridership with drinking drivers including refusing to ride and preventing others from riding, and (2) preventing impaired peers from driving. The primary vehicle employed to achieve the objective is the preparation of a student plan. Students are encouraged to plan drinking events

with the assistance of their peers to lessen the probability of drinking and driving by others.

In a summary role, Segment 8 provides the teacher with an option to reinforce previous instruction through the use of a film entitled *Such a Beautiful Day*. The film covers the intoxicating potential of beer, the influence of both alcohol and emotional state on behavior, and the risk in drinking and driving situations.

Instruction is based on the need for youth to influence drinking and driving behavior of other youth. Peer group control or "self-policing" appears to have potential to reduce youth alcohol-related crashes.

A survey of high school youth indicated that youth are willing to take group and individual action with peers to prevent drinking and driving.

Action With Peer Group

- Approximately 36% reported that they would help limit drinking of the driver.
- Approximately 36% would work with the group to care for a heavy drinker to prevent him from driving.

Individual Action With Peers

- Approximately 60% would prefer to drive an impaired peer home.
- Approximately 50% would become personally involved in preventing drunk driving as opposed to avoiding the situation.
- Approximately 55% would avoid riding and discourage others from riding with a drunk driver.

INSTRUCTIONAL OVERVIEW

Methods

The instructional methods include individual and group problem-solving through preparing a plan to prevent drinking and driving by others. Student discussion also supports the preparation of the problem-solving plan. An optional review activity relies on the use of the film, *Such a Beautiful Day*. The film, if used, reinforces information from previous segments.

Evaluation

The final test, located in Aid 1, is administered upon completion of Segment 8. This test samples information from Segments 1-7. The final test covers

Instructional Guidelines

Segment	Activity
8	Aid

information that supports the knowledge objectives, and information on which performance and attitude objectives are based.

Student preparation and presentation of *What's Your Plan?*, Activity 8.1, provides an opportunity for the teacher to assess both class and individual student acquisition of information and acceptance of information in support of the segment objectives.

Suggested Teacher Resources

Communication Strategies on Alcohol and Highway Safety (Volume II—High School Youth) Grey Advertising, New York, New York (Final Report under Contract No. DOT-HS-074-1-096), February 1975.

Instructional Activity 8.1
 Approach: Problem-Solving
 Suggested Time: 30–40 minutes

Segment	Activity
8	8.1
	Aid XVII

Title: What's Your Plan?

Aid Description

Aid XVII provides categories for recording elements of student-developed plans for preventing drinking and driving by others. It also includes *What's Your Plan?* from Reading Eight on which the student plan is based as well as an *Analysis* of *What's Your Plan?* for teacher use.

General Guidance

This problem-solving activity supports all instructional objectives of Segment 8. The following objectives are emphasized:

Performance Objective—Plan alternatives to limit peer drinking and driving.

Knowledge Objective—Elements of a plan for preventing peer drinking and driving.

Attitude Objective—Believe everyone has an individual and group responsibility to protect others from the risk of drinking and driving.

Information for student participation in the problem-solving activity is contained in Reading Eight. The student requirement to prepare a plan is identified. Through independent study students prepare individual plans for preventing/limiting drinking and driving by others. These plans are then presented in class.

The teacher records on the chalkboard major elements from individual student plans. The plan elements identified in Aid XVII are used to structure the recording of student plan components.

Aid XVII also contains *What's Your Plan?*—the material from which students prepared their plan to prevent drinking and driving by others. An *Analysis* of *What's Your Plan?* is provided in this section for teacher use. The *Analysis* can be used to assess student prepared plans or can be used to demonstrate how the teacher would plan to avoid drinking and driving problems by others. Should the teacher decide to present the *Analysis* to the class, it should follow the presentation of student plans.

Teaching Procedures

1. Prior to the class, record plan categories from Aid XVII on the chalkboard. As students present their plans, record major plan elements under each category. If more than one student presents the same element, tally marks can be used to note the frequency.
2. Introduce the *What's Your Plan?* activity and ask students to take out their individual plans.
3. Select a volunteer to present his/her plan.
4. Record major plan elements.
5. Continue to call on volunteers and record major plan elements.
6. When major plan elements appear to be identified, ask for ideas that have not been presented.
7. Turn to a class discussion by asking the class, "As a group, how well have we solved Greg's planning problem?"
8. Teacher may elect to present his or her plan based on the *What's Your Plan?* analysis.

Instructional Guidelines

Segment	Activity
8	8.2
	Aid XVIII

Instructional Activity 8.2

Approach: Review

Suggested Time: 25 minutes

Title: Such a Beautiful Day

Aid Description

Aid XVIII, *Such a Beautiful Day*, is a 15-minute 16mm informational film. Initially the film presents the drinking behavior of two young couples. Later, it portrays their behavior in a drinking and driving situation. It concludes with the local sheriff and doctor discussing problems young people have with drinking and driving.

General Guidance

The use of the film, *Such a Beautiful Day*, is optional. If used, it serves to review information presented from the instructional program.

From Segments 1-7, it reinforces: (1) myths on sobering up, (2) equivalent amounts of alcohol in beer and liquor, (3) driving behavior affected by alcohol, and (4) the relationship between BAC and accident probability.

The film reinforces the following instructional objectives from Segment 8.

Performance Objectives—Discourage peers from driving when they drink too much and discourage others from becoming a passenger with a driver who demonstrates signs of impairment.

Knowledge Objectives—Defenses employed by impaired persons to convince others of their capability to drive and how to cope with an impaired person who wants to drive.

The film should be previewed to select content for emphasis.

Points for emphasis should be included in the teacher's introduction of the film and brought out in the discussion of the film.

Teaching Procedures

1. Introduce the film and identify topic areas (the key topic areas could be written on the chalkboard).
2. Show the film.
3. After viewing the film, solicit student comments and discussion on key topics.
4. Summarize the contents of the film.

Suggested Resources

Availability of Films

"The Plan"—a 3-minute trigger film (Cost—\$45)

University of Wisconsin-Extension
Photographic Media Center
45 North Charter Street
Madison, Wisconsin 53706
(Part of a four-film set of films
with Buzz, The Key and The Call)

"Such a Beautiful Day" (Cost—\$70)

National Audiovisual Center
General Services Administration
4205 Suitland Road
Suitland, Maryland

Major Documents

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Resources by Segment

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McCarthy, Raymond G., *Exploring Alcohol Questions*, Rutgers University, Center of Alcohol Studies, Rutgers, New Jersey, 1970.

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Segment Three

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Finn, P. and Platt, Judith, *Alcohol and Alcohol Safety* (Volume I of II, Section D on Content Literature), Abt Associates, Inc., Cambridge, Massachusetts (Final Report under Contract No. DOT-HS-800-705), September 1972. Available—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

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Segment Four

Accident Facts, National Safety Council, Chicago, Illinois, 1975.

American Automobile Association, *Alcohol, Vision and Driving*, American Automobile Association, Falls Church, Virginia, 1975.

Bishop, R. W., Calvin, R. M., and McPherson, K., *Driving: A Task-Analysis Approach*, Rand McNally and Company, 1975.

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Borkenstein, R. F., et al, *The Role of the Drinking Driver in Traffic Accidents*, Department of Police Administration, Indiana University, Bloomington, Indiana, February 1964.

Carnahan, J. E., et al, *Police Alcohol Enforcement Training: Student Manual*, Highway Safety Center, Michigan State University, Lansing, Michigan, November 1972.

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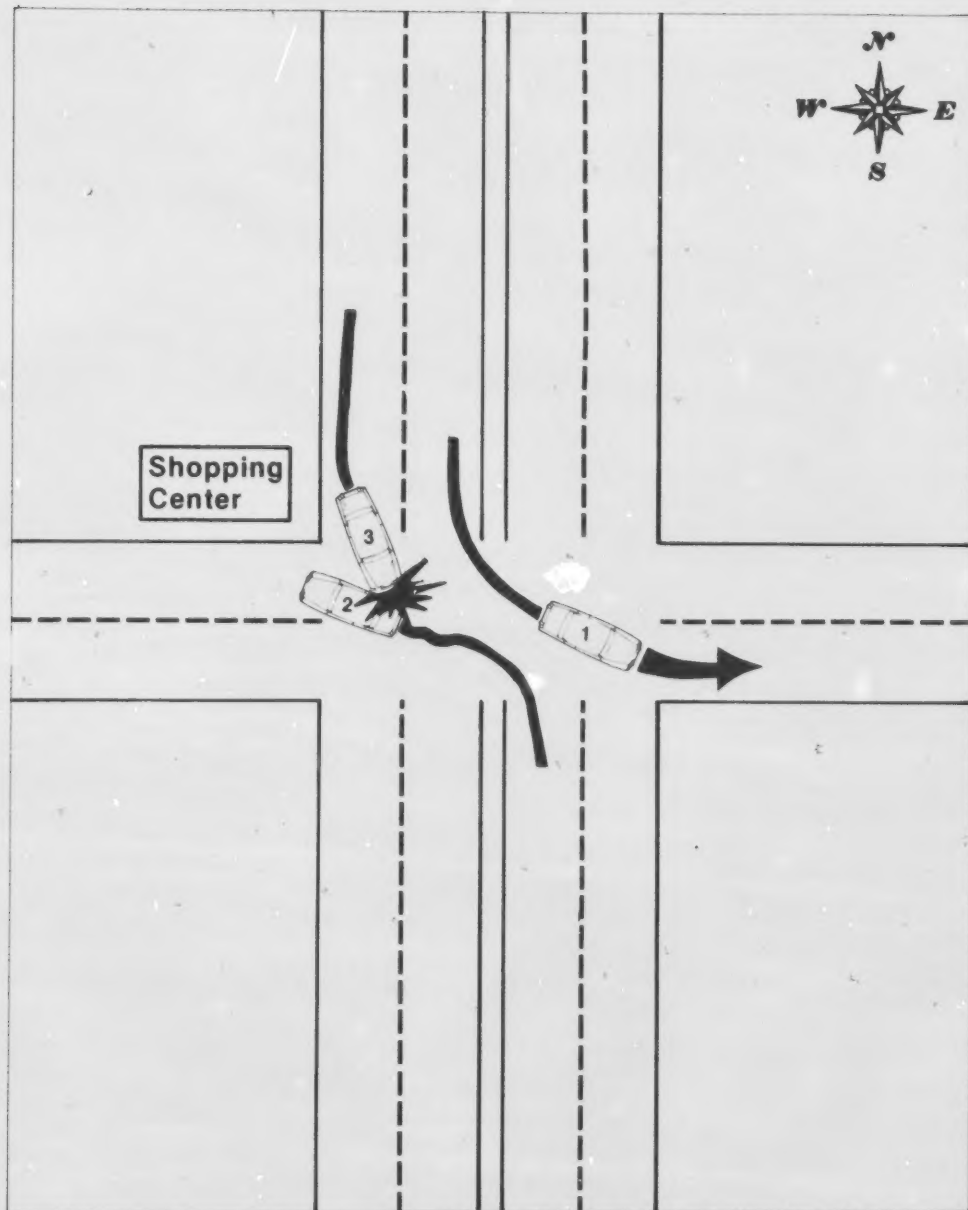
Segment Eight

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INSTRUCTIONAL AIDS



AID

I

Title: Drinking Behavior

1. Which one of the following help you sober up?
 - a. Coffee
 - b. Time
 - c. Fresh air
2. The way the body handles alcohol:
 - a. Is basically the same for all people
 - b. Is different for all people
 - c. Depends on age and sex
3. The body gets rid of most alcohol by:
 - a. Digesting it
 - b. Eliminating it
 - c. Burning it
4. The percentage of men drinkers is:
 - a. Greater than the percentage of women drinkers
 - b. About the same as the percentage of women drinkers
 - c. Less than the percentage of women drinkers
5. Alcohol affects behavior as soon as it reaches the:
 - a. Blood
 - b. Brain
 - c. Stomach
6. Which part of the body gets rid of about 90% of the alcohol consumed?
 - a. Stomach
 - b. Liver
 - c. Lungs
7. For a person of average weight, about ½ ounce of alcohol leaves the body in:
 - a. One hour
 - b. Two hours
 - c. Three hours
8. Youths' contact with drinking situations is:
 - a. Greater than adults
 - b. Less than adults
 - c. About the same as adults
9. If a light person has the same number of drinks as a heavier person, the light person will:
 - a. Feel the effects of alcohol faster
 - b. Have a higher percentage of alcohol in the blood
 - c. Behave the same way as the larger person
10. The thing that determines how drunk a person is:
 - a. Size of the drink
 - b. Amount of alcohol in the blood
 - c. Number of drinks
11. If a person eats when drinking, the food:
 - a. Keeps alcohol from entering the bloodstream
 - b. Slows the rate at which alcohol enters the bloodstream
 - c. Has no effect at all
12. A standard 1½ ounce shot of liquor has the same amount of alcohol as:
 - a. One 12 ounce beer
 - b. Two 12 ounce beers
 - c. Three 12 ounce beers
13. A 5-ounce glass of wine has:
 - a. More alcohol than a 1½ ounce of liquor
 - b. Less alcohol than a 1½ ounce of liquor
 - c. The same amount of alcohol as 1½ ounces of liquor
14. Effects of alcohol begin after:
 - a. One drink
 - b. Two drinks
 - c. Three to four drinks
15. If you add 1 ounce of water to 1 ounce of liquor, the amount of alcohol:
 - a. Increases
 - b. Decreases
 - c. Remains the same

Instructional Aids

- 16. Which statement accurately describes the relationship between time and blood alcohol concentration?**
- a. The longer the time period in which drinking occurs, the higher the blood alcohol concentration
 - b. The shorter the time period in which drinking occurs, the higher the blood alcohol concentration
 - c. The shorter the time period in which drinking occurs, the lower the blood alcohol concentration
- 17. Alcohol is taken into the bloodstream:**
- a. Indirectly
 - b. Slowly
 - c. Quickly
- 18. Judgment begins to be affected with:**
- a. One drink
 - b. Three drinks
 - c. Five drinks
- 19. When a drinker has trouble walking, alcohol is affecting:**
- a. Body muscles
 - b. Body tissues
 - c. The brain
- 20. What percentage of youth can be considered non-drinkers?**
- a. About one-fourth
 - b. About one-half
 - c. About three-fourths

Alcohol Test Form A

DO NOT WRITE ON THIS TEST. Circle the correct answer on the answer sheet.

1. If you drink and plan to drive, the *best* way to avoid impaired driving is to:
 - a. Stick to one kind of drink
 - b. Set a limit before you start drinking
 - c. Stop drinking when you feel the effects
2. The time it takes alcohol to leave the body:
 - a. Can be slowed
 - b. Can be increased
 - c. Cannot be changed
3. When the amount of alcohol in the blood is between .01% and .09%:
 - a. You can *not* be convicted of Driving While Intoxicated
 - b. You *can* be convicted if your driving is affected
 - c. You *will* be convicted of Driving While Intoxicated
4. The legal standard for *impaired* driving is:
 - a. .01 - .04% in the blood
 - b. .05 - .09% alcohol in the blood
 - c. .10% or greater alcohol in the blood
5. A drinker's emotional state can:
 - a. Change the percentage of alcohol in the blood
 - b. Cause body tissue to absorb more alcohol
 - c. Alter the way alcohol affects the drinker
6. At .05% alcohol in the blood, side vision is reduced by:
 - a. 30%
 - b. 60%
 - c. 90%
7. After 2 drinks, which of the following persons would have the lowest percentage of alcohol in the blood?
 - a. 100-pound person
 - b. 150-pound person
 - c. 200-pound person
8. Which statement *best* describes the effect of combining two drugs?
 - a. The effect is the same as the drugs taken separately
 - b. The effect is equal to the two taken separately
 - c. The effect is greater than the two taken separately
9. A clue to spotting a drunk driver is:
 - a. Driver slumping in the seat
 - b. Driver talking to him/herself
 - c. Driver sitting up straight
10. Which one of the following is most likely to be used to determine how drunk a driver is?
 - a. The results of a breath test
 - b. Observations of the arresting officer
 - c. The driver's ability to walk a straight line
11. How many of the people killed each year in alcohol-related accidents *had not been drinking*?
 - a. One-fourth
 - b. One-half
 - c. Three-fourths
12. Alcohol is a:
 - a. Stimulant
 - b. Depressant
 - c. Narcotic
13. Drugs are *most* commonly obtained:
 - a. Through illegal purchases
 - b. Through over-the-counter purchases
 - c. With a prescription
14. When the amount of alcohol in the blood is less than .04%, the risk of an accident for young drivers is:
 - a. Greater than when not drinking
 - b. Less than when not drinking
 - c. The same as when not drinking
15. The drinker *most* likely to develop body tolerance for alcohol is:
 - a. A heavy drinker
 - b. A periodic drinker
 - c. An inexperienced drinker
16. Which one of the following drivers is *most* likely to be involved in an accident after drinking?
 - a. A 30-year old person learning to drive
 - b. A 26-year old person with 10 years driving experience
 - c. A 30-year old person who has driven on and off for the last 10 years

Instructional Aids

17. Which one of the following *best* describes drinking games?
- The decision to drink is left to the individual
 - The decision on how much to drink is not left to the individual
 - The decision on how much to drink is left to the individual
18. Most people can be described as:
- Drug abusers
 - Multiple drug users
 - Drug abstainers
19. Which statement represents a common characteristic of youth alcohol-related crashes?
- Single vehicle on weekends
 - Multiple vehicle during the afternoon
 - Driving alone and driving below the speed limit
20. Chemical tests:
- Are only used to establish guilt
 - Can be used to establish "innocence" or guilt
 - Can only be given by medical doctors
21. During which of the following time periods are youth alcohol-related crashes *most* likely to occur?
- Afternoon (4 - 6 p.m.)
 - Early evening (7 - 9 p.m.)
 - Late evening (after 10 p.m.)
22. The percentage of alcohol in the blood for a person of 120 pounds after 2 drinks in 1 hour would be:
- .02%
 - .06%
 - .10%
23. All drugs:
- Have side effects
 - Are narcotics
 - Have the same effect
24. If you are one drink over your limit, how long should you wait before you drive?
- At least 30 minutes
 - At least one hour
 - At least two hours
25. If you are with a person who has .50% alcohol in the blood, your major concern should be:
- Keeping the person entertained
 - Getting medical attention
 - Providing alternatives to drinking
26. How many drivers who drink also drive after drinking?
- About one-fourth
 - About one-half
 - About three-fourths
27. In a drinking situation, in order to tell how drunk a person is, you need to know the person's weight and:
- The number of drinks and the amount of time the person has been drinking
 - The number of drinks and drinking experience of the person
 - What the person usually drinks when he/she gets drunk
28. In most states, drivers are presumed to be Driving While Intoxicated with:
- .04% alcohol in the blood
 - .08% alcohol in the blood
 - .10% alcohol in the blood
29. When speed is a factor in youth alcohol-related crashes, the driver is usually traveling:
- Below the legal speed limit
 - At the legal speed limit
 - Above the legal speed limit
30. The effect of alcohol on how well you do a job will show *most* on:
- Routine and complicated jobs
 - Routine and simple jobs
 - New and complicated jobs

Alcohol Test Form B

DO NOT WRITE ON THIS TEST. Circle the correct answer on the answer sheet.

1. Driving ability is affected by:
 - a. 1 drink in the body
 - b. 3 drinks in the body
 - c. 5 drinks in the body
2. Over the past five years, arrests for Driving While Intoxicated (DWI) have:
 - a. Remained the same
 - b. Increased some
 - c. Doubled
3. If the percentage of alcohol in the blood is .30%, a drinker will *most likely*:
 - a. Feel relaxed and friendly
 - b. Be in a coma
 - c. Stagger and bump into objects
4. A driver is legally *impaired* when the percentage of alcohol in the blood (BAC) reaches:
 - a. .01%
 - b. .05%
 - c. .10%
5. Each time you drink the effects from alcohol are *most likely* to be:
 - a. The same as before
 - b. Less than before
 - c. Changed by how you feel
6. The young-driver, alcohol-related accident rate is:
 - a. The same as for other drivers
 - b. Greater than for other drivers
 - c. Less than for other drivers
7. You should avoid using drugs if:
 - a. They are prescription
 - b. They are sold over-the-counter
 - c. They interfere with what you have to do
8. The evidence *most likely* to lead to a conviction for drunk driving is:
 - a. Your prior driving record*
 - b. The officer's description of your driving
 - c. Results from a breath test
9. Almost everyone would be legally impaired with:
 - a. 1-4 drinks in an hour
 - b. 3-4 drinks in an hour
 - c. 5-6 drinks in an hour
10. Which of the following is *most likely* to be a sign of a problem drinker?
 - a. Drinks often and drinks alone
 - b. Regularly drinks on weekends
 - c. Drinks before and after dinner
11. Most young drivers involved in alcohol-related accidents have a percentage of alcohol in their blood between:
 - a. .01% - .04%
 - b. .05% - .09%
 - c. .10% - .15%
12. Amphetamines or pep pills can be dangerous for a driver because:
 - a. They keep drivers from getting tired
 - b. They slow down how fast drivers get tired
 - c. They keep drivers from knowing how tired they are
13. Which of the following helps you sober up?
 - a. Exercise
 - b. Time
 - c. Fresh air
14. With .10% alcohol in the blood, the drinking driver's risk of an accident is:
 - a. 3 times greater than when sober
 - b. 6 times greater than when sober
 - c. 9 times greater than when sober
15. Which of the following statements *best* describes people who often drink large amounts of alcohol?
 - a. Alcohol no longer affects them
 - b. Alcohol's effects last longer
 - c. Alcohol still affects them
16. For young people alcohol is a factor in about:
 - a. 20% of the highway deaths
 - b. 40% of the highway deaths
 - c. 60% of the highway deaths
17. A tranquilizer is a:
 - a. Upper
 - b. Downer
 - c. Neutralizer

Instructional Aids

18. Which one of the following is *best* for preventing Driving While Intoxicated?
 - a. Drive 10 mph below the speed limit
 - b. Drive home on side streets
 - c. Stay overnight where you are drinking
19. Alcohol is a factor in about how many highway deaths?
 - a. 12,000 a year
 - b. 22,000 a year
 - c. 42,000 a year
20. Which one of the following *best* describes how to help a person who "passes out"?
 - a. Put the person in a quiet bedroom and keep people away
 - b. Put the person in a cool place with fresh air
 - c. Put the person in a quiet place and stay with the person
21. Which one of the following driving abilities is *most* influenced by small amounts of alcohol?
 - a. The ability to tell one color from another
 - b. The ability to tell one shape from another
 - c. The ability to tell distance from an object

Alcohol Test
Form B—Page Four

22. Which of the following statements is *most* accurate about drugs?
 - a. They have no purpose but have side effects
 - b. They have a purpose and have side effects
 - c. They have a purpose and no side effects
23. Mr. Average would have a difficult time coordinating hands and feet to do a job:
 - a. After one drink in one hour
 - b. After three drinks in one hour
 - c. After five drinks in one hour
24. Drinking and driving accidents of young people are most likely to involve:
 - a. Driving too fast
 - b. Weaving in the lane
 - c. Crossing on a yellow light
25. The Implied Consent Law requires:
 - a. Drivers to take a test for Blood Alcohol Concentration if arrested
 - b. Drivers be given a choice of the kind of BAC test they take if arrested
 - c. Drivers to agree to take a test for BAC if arrested

26. The professional driver's abilities to control a car are:
 - a. Lessened by alcohol
 - b. Improved by alcohol
 - c. No different after drinking
27. Which of the following *best* describes the effect of prescription drugs on driving?
 - a. They are safe to take
 - b. They should be avoided
 - c. They can affect driving ability
28. If you mix 1 ounce of liquor with 1 ounce of soda, the amount of alcohol:
 - a. Increases
 - b. Decreases
 - c. Remains the same
29. The *first* driving ability affected by alcohol is:
 - a. Coordination
 - b. Vision
 - c. Judgment
30. The major advantage that experienced drinkers have over beginning drinkers is:
 - a. They can drink more without getting drunk
 - b. They are more likely to recognize the effects of alcohol
 - c. They sober up faster

Answer Sheet

Alcohol Test	Form A	Form B
1. b	1. b	1. a
2. a	2. c	2. c
3. c	3. b	3. b
4. a	4. b	4. b
5. b	5. c	5. c
6. b	6. a	6. b
7. a	7. c	7. c
8. c	8. c	8. c
9. b	9. a	9. b
10. b	10. a	10. a
11. b	11. b	11. a
12. a	12. b	12. c
13. c	13. b	13. b
14. a	14. a	14. b
15. c	15. a	15. c
16. b	16. a	16. c
17. c	17. b	17. b
18. a	18. b	18. c
19. c	19. a	19. b
20. b	20. b	20. c

Drinking Behavior

AID

II

The Scene

Laura's folks were hesitant to let her have a party. They had heard about parties getting out of hand and the police being called. But Laura said Steve would be there to keep an eye on things. Laura's folks liked Steve. He seemed responsible and, as far as they knew, he didn't drink. So the party was on.

Laura put out lots of chips and crackers along with things for sandwiches. There were plenty of soft drinks. She wanted to provide beer but her father wouldn't let her. However, he said he didn't object if people brought their own.

It is good that he didn't object since most of the guys arrived with something. Brian and Danny went in together on a case of beer. Brian can really put it away—two or three six packs in an evening isn't unusual. But he can also hold it. At the end of the evening you'd never know he'd been drinking.

Danny can't drink nearly as much as Brian. True, he can out-chug Brian. However, after four or five beers, he is pretty silly. That doesn't bother him. As he says, "Why pay all that money for beer if you don't get anything out of it?"

Only a couple of guys brought hard stuff. Tom came with a half pint of bourbon, "to help me loosen up." Tom's generally a rather shy person and he does seem to have a lot more fun after a few drinks. He figures if he only brings half a pint, he won't be tempted to drink any more than that.

Juan is also shy. He takes his bottle into a corner and just watches people. He is a "loner" at a party. No one really knows whether he gets drunk or not.

Steve did a good job of keeping things under control. He didn't touch a drop. When someone tried to push a drink on him, he said, "I don't particularly like the taste, and the feeling is even worse." Laura feels the same way as Steve. However, she was afraid that if she didn't drink, the gang might take it as a put-down. So, she sipped on a glass of ginger ale, letting people think it was a drink.

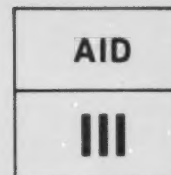
The only one to give Steve any trouble was Claudell—not only because he drank too much, but because he kept bugging Francine to take a drink. He kept at her saying, "Come on Francine, one drink isn't going to kill you." Steve asked Claudell to leave her alone, and Claudell got a little hot about it. It was Francine who ended it. She grabbed Claudell's glass, swilled it down, and said, "Does that make you happy?"

The only one who got really noisy was Sally. She can't handle alcohol and rarely has more than a few sips from her date's glass so as to be sociable. Tonight she had a few sips too many and got into a laughing-crying jag. Unfortunately, they were just helping her to Steve's car when Laura's folks came home. They weren't too pleased.

Character Analysis

Characters Behavior

Laura	Doesn't drink, but is a little embarrassed to let people know it.
Steve	Doesn't drink and doesn't hesitate to say so.
Brian	Drinks and brags about it as a matter of pride.
Danny	Drinks to feel the effect.
Tom	Usually shy, feels he needs to drink to feel comfortable.
Juan	Prefers to drink by himself, even at parties.
Claudell	Isn't really comfortable if others aren't drinking.
Francine	Doesn't want to drink but can be forced into it.
Sally	Likes to drink a little, but doesn't want to bother people with her drinking.



Questions and Answers

1. Learned responses affected by a small amount of alcohol are social inhibitions.
2. At a BAC of .30% what is most likely? coma
3. For an average weight person, what ability is affected after four drinks? seeing
4. Alcohol enters the bloodstream quickly.
5. Where in the body does oxidation occur? liver
6. If you haven't been drinking, what is your BAC? .00%
7. Behavior is affected when alcohol reaches what organ of the body? brain
8. One and one-half ounces of 80-proof whiskey is the same as how many 12 ounce beers? one
9. It slows alcohol's entry into the bloodstream. food
10. What is the only thing that really sobers you up? time
11. Alcohol leaves the body through the process of oxidation.
12. A drink that some people incorrectly believe is less intoxicating than other drinks. beer
13. Blood Alcohol Concentration depends upon the amount of alcohol, drinking time, and weight.
14. A 5-ounce glass of wine is equal to 1-½ ounces whiskey.
15. For an average weight person, judgment is no longer sound after three drinks.
16. Alcohol is distributed throughout the body by the bloodstream.
17. The liver burns about ¾ drinks in an hour.
18. Alcohol acts on the body as a depressant.
19. The percentage of alcohol in the body may be accurately measured by taking a sample of any body fluid.
20. Five glasses of wine are equal to five beers (12 ounce).

Intoxo Game Card

.00%	ounces	5	liver	coma
oxidation	brain	1 1/2 oz.	depressant	quickly
age	1	time	fluid	.01%
6	weight	stomach	bloodstream	food
social inhibitions	seeing	3	beer	3/4

Intoxo Game Card

food	quickly	oxidation	6	stomach
seeing	beer	depressant	coma	.00%
age	time	1	.01%	fluid
3	social inhibitions	3/4	weight	bloodstream
brain	1 1/2 oz.	5	ounces	liver

Intoxo Game Card

1 1/2 oz.	.01%	bloodstream	stomach	seeing
3	coma	3/4	depressant	5
brain	fluid	time	age	quickly
weight	.00%	ounces	liver	social inhibitions
food	1	6	oxidation	beer

Intoxo Game Card

social inhibitions	beer	food	weight	3/4
liver	6	1 1/2 oz.	brain	oxidation
ounces	age	quickly	.01%	coma
5	time	1	fluid	depressant
seeing	bloodstream	.00%	stomach	3

Intoxo Game Card

3	social inhibitions	seeing	3/4	beer
weight	bloodstream	stomach	food	oxidation
age	time	1	fluid	.01%
brain	1 1/2 oz.	quickly	depressant	6
5	liver	ounces	coma	.00%

Intoxo Game Card

liver	6	coma	1 1/2 oz.	beer
seeing	.00%	depressant	food	stomach
bloodstream	.01%	3/4	3	brain
fluid	weight	1	time	oxidation
social inhibitions	ounces	quickly	age	5

The DWI Game

AID

IV

The DWI Game

Components

Gameboard—One copy of the gameboard should be provided for every 3-4 student players. Multiple copies of the gameboard have to be provided for the class.

Dice—One die or any technique that provides for chance advancement of players around the gameboard can be used.

Player Tokens—Tokens are required to identify individual players and the player's position on the gameboard. Coins are identified for use as tokens in the game instructions. Paper chips or other markers can be used.

32 Party Cards—Party Cards indicate the number of drinks each player has consumed in *one* hour. Party Cards allow players to compute their BAC at any point during the game. (Place game cards on different colored paper.)

16 Action Cards—These cards require players to take some action during the game. Players may have to take a breath test, move to the next party, or draw more Party Cards.

8 Trading Cards—Trading Cards are used whenever a player wishes to turn in a two-drink Party Card for two one-drink Trading Cards. Trading Cards serve as Party Cards when held in a player's hand.

BAC Chart—The BAC Chart is needed so players can compute their percentage Blood Alcohol Concentration when required during the game. Players can use the BAC Chart contained in the Manual.

Game Instructions—Game Instructions to be read by the teacher to the players are provided.

Instructions

1. You are at a party. One person in each group is a "Player-host." The host deals four Party Cards to each player. These four Party Cards tell you how many drinks you have had at the party in one hour's time.
2. Each player computes his or her BAC percentage from the BAC Chart.
3. The player on the host's left begins play. Play continues to the left.

4. The number of spaces you move is decided by the roll of the die.
5. When you move to a square, you will receive instructions. You may draw a Party Card, draw an Action Card, take a Breath Test, skip a turn—or a combination of these. The instructions on the board are coded by a letter. The explanation for the letters a-h are written on the gameboard. The instructions on how to take a breath test are also on the board. You may be sent from one square to another square—make sure you follow the instructions on all squares.
6. Always draw the top card from the card stacks. Return cards to the bottom of the stack.
7. Each time you advance past squares 10, 20, and 30 *on the roll of the die*, you can return a one-drink Party Card to the bottom of the Party Card stack. Each of these squares means that one hour has gone by. If you forget to return a card, you cannot return it later. If you hold only two-drink Party Cards, you can exchange one two-drink Party Card for two one-drink Trading Cards in the Trading Card stack. When you hold Trading Cards, they are used as Party Cards—each Trading Card is equal to one drink.
8. If all players lose a turn, continue the game with the first person who lost a turn.
9. If at any time during the game your Party Cards equal more than eight drinks you are automatically convicted of DWI and your driver's license is revoked. The other players can decide to: (a) let you sit and watch or (b) reinstate your license by having you return all your Party Cards to the bottom of the Party Card stack and start the game again at Start with four new Party Cards.

DWI Game

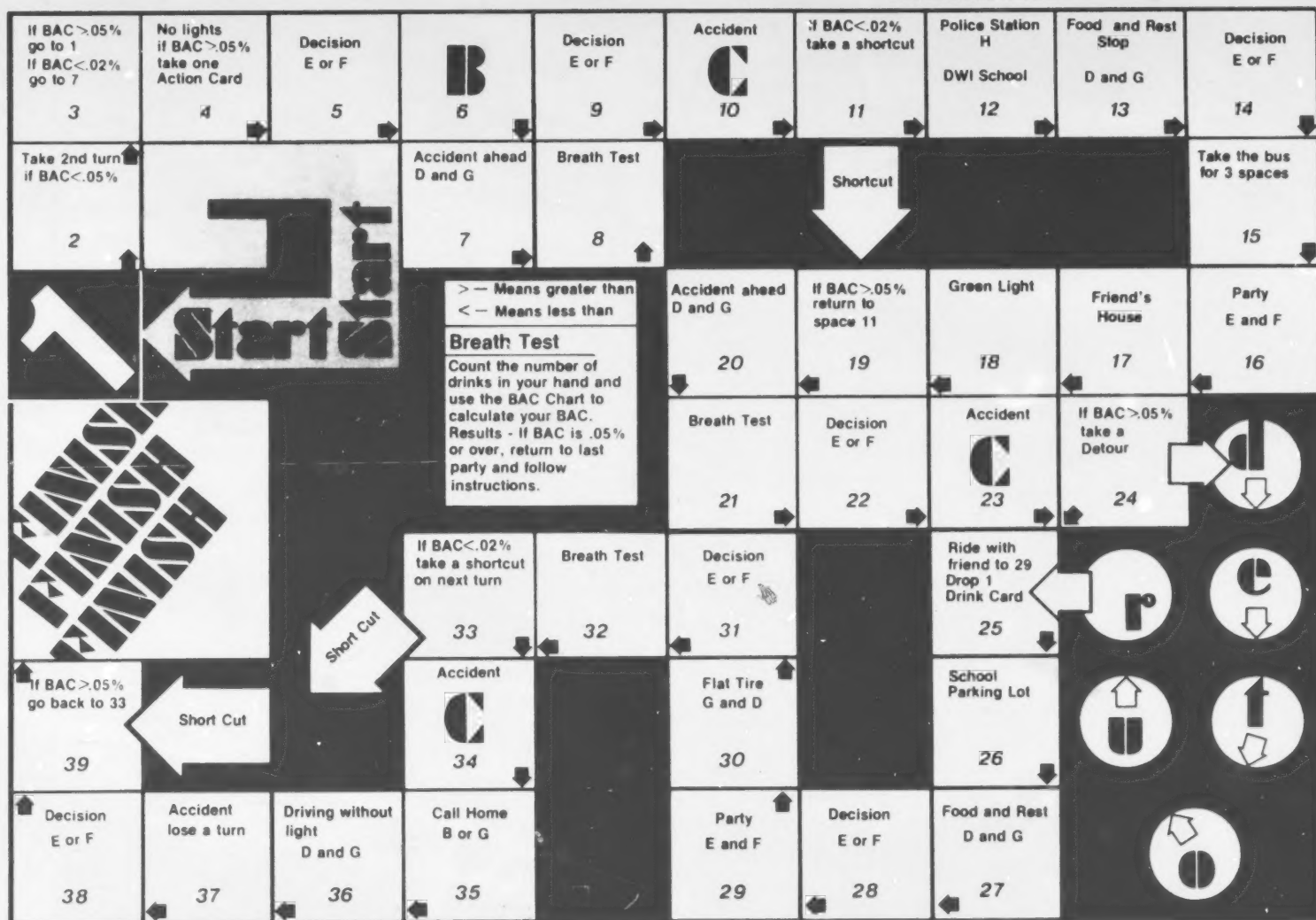
Instructions

A-Advance one space
B-Advance three spaces
C-Backup two spaces

D-Skip one turn
E-Draw one Party Card
F-Draw one Action Card
G-Return a one-drink Party Card to bottom of stack

H-If BAC is $> .05\%$, go back 3 spaces;
If $< .05\%$, advance 3 spaces.

Instructional Aids



ACTION • Take A One Hour Nap. • Skip <u>1</u> Turn. • Return A One Drink Party Card.	ACTION • Sober Up. Go Back To Last Party. Ignore Instructions. • Miss A Turn. Then Turn In Two Drinks Worth Of Party Cards. • If BAC is .00% Advance To Next Party.	ACTION • Sober Up. Go Back To Last Party. Ignore Instructions. • Miss A Turn. Then Turn In Two Drinks Worth Of Party Cards. • If BAC is .00% Advance To Next Party.	ACTION • Good Decision. • Return A One Drink Party Card For Each Turn You Are Willing To Skip.
ACTION • You Are Suspected Of DWI. • If BAC > .05% Go Back To Last Breath Test.	ACTION • Go Directly To School Parking Lot #26. • Draw Two Party Cards From The Stack. • Return Action Card To Bottom Of Stack.	ACTION • Know Your BAC. • If You Know Your BAC Without Looking At The BAC Chart Advance <u>1</u> Space.	ACTION • Good Decision. • Return A One Drink Party Card For Each Turn You Are Willing To Skip.

GAME CARDS

Instructional Aids

ACTION

- If BAC > .10% Go To DWI School.
- Skip 1 Turn And Ask One Player To Select One Party Card From Your Hand.

ACTION

- You Want To Avoid DWI.
- If BAC Is > .05% Turn In All Party Cards.
- Return To Start And Start Again With No Drinks.

ACTION

- A Friend Has Car Trouble. You Stop To Help Him.
- If You Are .05% BAC or Over, Lose 2 Turns And Return A One Drink Card.
- If Under .05% BAC Fix It Fast And Lose No Turns.

ACTION

- Take A One Hour Nap.
- Skip 1 Turn.
- Return A One Drink Party Card.

ACTION

- Keep Drunk Drivers Off The Road.
- Player With Highest BAC Returns A One Drink Party Card.

ACTION

- A Police Officer Passes You On The Road. If You Are .05% BAC—Or Over, He Sends You Back 2 Spaces.
- If You Are Under .05% BAC—He Waves You Ahead 2 Spaces.

ACTION

- Go Directly To School Parking Lot #26.
- Draw Two Party Cards From The Stack.
- Return Action Card To Bottom Of Stack.

ACTION

- You Are Suspected Of DWI.
- Go Directly To Police Station Square #12.
- And Follow Instructions There.

0 Party 0



Orange Juice

0 0

1 Party 1

Mixed Drinks



1 1

2 Party 2



Cocktails

2 2

Party

No Thanks
I've Had
Enough
For Right
Now

2 Party 2



Beer Beer

2 2

Party

No Thanks
I've Had
Enough
For Right
Now

1 Party 1



Wine

1 1

0 Party 0



Coffee

0 0

GAME CARDS

Instructional Aids





GAME CARDS

72



83

84

1 Trading 1



1 1

1 Trading 1



1 Wine 1

1 Trading 1

Mixed Drinks



1 1

1 Trading 1



1 Wine 1

1 Trading 1

Mixed Drinks



1 1

1 Trading 1

Mixed Drinks



1 1

1 Trading 1



1 1

1 Trading 1



1 1

GAME CARDS

Instructional Aids

Local Drinking Pattern

Instructional Aids

AID
V

CATEGORIES	ITEM	TALLY	TOTAL
WHERE	Home		
	Parties		
	Bars		
	Sports events		
	Other		
WHEN	Day		
	Evening		
	Weekend		
HOW MUCH (AT ONE TIME)	1 drink		
	2-3 drinks		
	4-5 drinks		
	6 or more drinks		
HOW OFTEN	Every day		
	Once a week		
	2-3 times a week		
	Once a month		
	Twice a month		
WHAT	Beer		
	Wine		
	Hard liquor (whiskey, gin, etc.)		

CATEGORIES	ITEM	TALLY	TOTAL
REASON FOR DRINKING	Because others do		
	Like the taste		
	To celebrate		
	For the feeling		
	Other		
DON'T DRINK	Quit drinking		
	Never did drink		
REASON FOR NOT DRINKING	Bad taste		
	Feeling		
	Cost		
	Not allowed		
	Illegal		
	Bad for health		
	No reason to drink		
	Other		

Self-Test

Instructional Aids

AID
VI

1. Read the descriptions in Column A and select the items that match them from Column B.

COLUMN A

- i (1) the effects of too much drinking
- a (2) percentage of alcohol oxidized in one hour
- j (3) amount of alcohol in the body
- n (4) process by which alcohol enters the bloodstream
- k (5) time, number of drinks, and ___ determine BAC
- o (6) level of BAC at which one is near death
- l (7) number of drinks with which judgment begins to be affected
- g (8) how the body gets rid of most alcohol
- c (9) drink that some people falsely believe is less intoxicating than other drinks
- d (10) behavior is affected when alcohol reaches this body part

COLUMN B

- a. .015%
- b. exercise
- c. beer
- d. brain
- e. liver
- f. four
- g. oxidation
- h. mixed drink
- i. intoxication
- j. BAC
- k. weight
- l. one
- m. stomach
- n. absorption
- o. .50% BAC

2. Which of the following has the greatest amount of alcohol?

- (a) Four 12-ounce beers
- b. Two 5-ounce glasses of wine
- c. Two 1½-ounce glasses of 80-proof gin

3. Which of the following have the same amount of alcohol?

- a. Three 12-ounce beers
- (b) Two 5-ounce glasses of wine
- (c) Two 1½-ounce glasses of 80-proof gin

4. Which of the following has the least amount of alcohol?

- (a) Two 5-ounce glasses of wine
- b. Three 12-ounce beers
- c. Three 1½-ounce glasses of whiskey

5. 12 ounces beer = 5 ounces wine = 1½ ounces liquor (80 proof)

Beat The Clock

AID

VII

Basic Information

Standard Drink	Oxidation Rate	Guide for Under the Influence
1½ oz. liquor or 5 oz. wine or 12 oz. beer	.015% BAC per hour	.01 - .04% affected .05 - .09% impaired .10% intoxicated

Using your weight, identify your BAC, and whether you would be affected, impaired, or intoxicated.

- One drink in one hour = _____ BAC

affected
impaired
intoxicated
- Two drinks in one hour = _____ BAC

affected
impaired
intoxicated
- Three drinks in one hour = _____ BAC

affected
impaired
intoxicated
- Four drinks in one hour = _____ BAC

affected
impaired
intoxicated
- Three drinks in two hours = _____ BAC

affected
impaired
intoxicated
- Four drinks in three hours = _____ BAC

affected
impaired
intoxicated
- Four drinks in four hours = _____ BAC

affected
impaired
intoxicated

2. For #1 above, identify the BACs that you feel are higher than you care to drink.

3. At .16%, _____ hours are required to lower BAC to .02%.

At .10%, _____ hours are required to lower BAC to .04%.

At .10%, _____ hours are required to lower BAC to .02%.

At .12% _____ hours are required to lower BAC to .00%.

Instructional Aids

4. After _____ drinks in one hour, your BAC would be about .05%.

After _____ drinks in two hours, your BAC would be about .10%

After _____ drinks in three hours, your BAC would be about .08%.

5. At .05% BAC, how do you think each of the following would change the way you act?

- a. Important party
- b. Sleepy
- c. End of school
- d. Failed final exam
- e. New car
- f. New job
- g. Angry
- h. Sacred
- i. Sick

BAC CHART

After Hours	1 Drink				2 Drinks				3 Drinks				4 Drinks			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
Weight (lbs.) 80	—	—	—	.02	—	—	.05	.08	.07	.10	.10	.10	.12	.12	.15	.15
100	—	—	—	.02	—	—	.04	.06	.05	.07	.08	.09	.09	.10	.12	.13
120	—	—	—	.02	—	—	.03	.04	.03	.04	.06	.08	.06	.08	.09	.11
140	—	—	—	.01	—	—	.02	.04	.02	.03	.05	.06	.04	.06	.08	.09
160	—	—	—	.01	—	—	.02	.03	.01	.02	.04	.05	.03	.04	.06	.08
180	—	—	—	.01	—	—	.01	.03	—	.02	.03	.04	.02	.04	.05	.07
200	—	—	—	—	—	—	.01	.02	—	.01	.03	.04	.01	.03	.04	.06

After Hours	5 Drinks				6 Drinks				7 Drinks				8 Drinks			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
Weight (lbs.) 80	.17	.17	.19	.20	.19	.22	.22	.25	.25	.27	.27	.30	.29	.30	.32	.33
100	.13	.14	.16	.17	.16	.18	.19	.21	.20	.22	.23	.25	.24	.25	.27	.28
120	.09	.11	.13	.14	.13	.14	.16	.17	.15	.17	.19	.20	.19	.20	.22	.23
140	.07	.09	.10	.12	.10	.12	.13	.15	.13	.14	.16	.17	.15	.17	.18	.20
160	.06	.07	.09	.10	.08	.09	.11	.13	.10	.12	.13	.15	.13	.14	.16	.17
180	.04	.06	.07	.09	.06	.08	.09	.11	.09	.10	.12	.13	.11	.12	.14	.15
200	.03	.04	.06	.08	.05	.07	.08	.09	.07	.09	.10	.12	.09	.10	.12	.13

Numbers equal the percentage of alcohol in the blood. Dash (—) = a trace of alcohol.

AID

VIII

Drinks and Time Cards

	1 1/2 oz. of whiskey in one hour		Four glasses of wine (5 oz.) in two hours	
Four beers in two hours		Five beers in two hours		Three beers in one hour
Six beers in three hours		Six beers in two hours		Two beers in one hour
1/2 pint of gin over one hour (1/2 pint = 8 oz. of gin)		1/2 pint of whiskey over two hours (1/2 pint = 8 oz. of whiskey)		Three glasses of wine (5 oz.) in one hour

Factors Cards

On an empty stomach	While you have lunch	At a party celebrating your 18th birthday	A policeman stops you
Your parents appear at your party	You're with a group—you don't know anyone	You just learned you failed your math final	You just learned you made an "A" on your math test
Your date caused a row and left the party with someone else	You're at a party—it's not any fun	You are due at an important job interview in 15 minutes	Your boss wants to see you
At a wedding reception of a friend	You have a bad cold	This is the first time you ever drank	

Self-Test

Instructional Aids

AID

IX

You are drinking with a group of friends. They are: Feather (110 pounds and under), Middle (over 110 pounds and up to 170 pounds), and Heavy (over 170 pounds). You have to answer for everyone. To check yourself, refer to the answers at the end of the *Self-Test*.

1. You each had three drinks in two hours. **Who can avoid impaired driving (.05% BAC)?**

Feather _____

Middle _____

Heavy _____

2. You are with the same group. Each had four drinks in four hours. **Who can avoid impaired driving (.05% BAC)?**

Feather _____

Middle _____

Heavy _____

3. This time your group each had five drinks in four hours. **Who can avoid impaired driving (.05% BAC)?**

Feather _____

Middle _____

Heavy _____

4. Your group planned on having a couple of drinks. No one was in a hurry. Everyone hung around for four hours. Some drank more than planned. Feather had three drinks. Middle had five drinks. Heavy had seven drinks. **Who can avoid impaired driving (.05% BAC)?**

Feather _____

Middle _____

Heavy _____

5. Use your own weight. You want to use time-non-drinking time—so that you can drive with a BAC of .00%. You did the drinking in one hour. You can use the BAC Chart. Keep in mind that BAC drops .015% or three-fourths of a drink in one hour.

For the following number of drinks, how many hours (can be fractions of an hour) must you wait for your BAC to be .00%?

One drink? _____ hours

Two drinks? _____ hours

Three drinks? _____ hours

Four drinks? _____ hours

Five drinks? _____ hours

Six drinks? _____ hours

6. Suppose you set your limit at a BAC of .02%. You drank for one hour. **For the following number of drinks, how many hours (can be fractions of an hour) must you wait for your BAC to be .02%?**

Two drinks? _____ hours

Three drinks? _____ hours

Four drinks? _____ hours

Five drinks? _____ hours

Six drinks? _____ hours

Instructional Aids

Self-Test

Answers

Question 1

Feather	No
Middle	No at 120 and 140, yes at 160 (the best answer is no).
Heavy	Yes

Question 2

Feather	No
Middle	No at 120, yes at 140 and 160 (best answer is yes).
Heavy	Yes

Question 3

Feather	No
Middle	No
Heavy	Yes

Question 4

Feather	No
Middle	No
Heavy	No

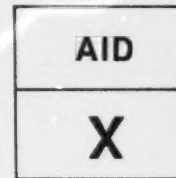
Question 5

		Number of Drinks					
		1	2	3	4	5	6
80 pounds	Hours	11/3	51/3	62/3	10	131/3	162/3
100 pounds	Hours	11/3	4	6	82/3	111/3	14
120 pounds	Hours	11/3	22/3	51/3	71/3	91/3	111/3
140 pounds	Hours	2/3	22/3	4	6	8	10
160 pounds	Hours	2/3	2	31/3	51/3	62/3	82/3
180 pounds	Hours	2/3	2	22/3	42/3	6	71/3
200 pounds	Hours	0	11/3	22/3	4	51/3	6

Question 6

80 pounds	Hours	—	4	51/3	82/3	12	151/3
100 pounds	Hours	—	22/3	42/3	71/3	10	122/3
120 pounds	Hours	—	11/3	4	6	8	10
140 pounds	Hours	—	11/3	22/3	42/3	62/3	82/3
160 pounds	Hours	—	2/3	2	4	51/3	71/3
180 pounds	Hours	—	2/3	11/3	31/3	42/3	6
200 pounds	Hours	—	0	11/3	22/3	4	42/3

Decision Point



Situations and Answers

Situation 1

Merle played poker with the guys every Saturday night from 8–12 p.m. They had set midnight as the quitting time so that the guys losing money wouldn't want to play all night to get even. Merle stopped to see his girlfriend before heading for the game. She was tired of his playing poker every Saturday night and told him he had better be back by 10 p.m. to spend some time with her. She added that he had better not be drunk. Merle asked if that meant he couldn't drink, because the guys always drank a lot of beer at the poker game. She said drinking was okay, but getting drunk was not.

Merle spent his first hour worrying about telling the guys he had to leave early. He had three drinks between 9 and 10 p.m. because he wanted to drink what he had paid for before he left. It is 10 p.m. What should Merle do? What could he have done?

Answer 1

Merle should call his girlfriend and tell her he'll be at her house at 11 p.m.

Situation 2

Annie had been home all week with a cold. She went to school Friday so she could go to a party that night. She was known around school as Big Annie. She was a mighty hefty woman, and at parties was called "Six-Pack Annie."

Annie grabbed her coat and, as usual, her six-pack and headed out to the car. On her way to the party, she realized that she was still feeling pretty weak.

Annie and her six-pack always got a big laugh at parties. Somebody always made sure she finished it. Annie kept feeling worse and worse. As the party started to break up, she felt nauseous.

As she picked up her coat to leave, Joe pointed out that Annie had drunk only four beers. What should Annie do? What should she have done?

Answer 2

Annie should not drink the other two beers. She should ask someone to see that she gets home.

Situation 3

Sally's parents had told her she couldn't go to Sam's party Saturday because there would be drinking.

But they changed their minds at 10 p.m. that night and said she could go if she was home by midnight. She knew she had better be home on time because this was the first time she had been allowed to go to a drinking party, and on top of it—she was taking the car.

When Sally got to the party, she decided to catch up. She had just finished her third screwdriver when Sam said, "Hey, your glass is empty, let me get you another drink." Sally glanced at her watch and noticed it was 11 p.m. What should Sally do? What should she have done?

Answer 3

Sally *should not have another drink*. She has had three drinks in one hour. If under 160 pounds, she is impaired. She will probably still be impaired at midnight. She should call her parents and ask to stay longer until she can drive safely.

Situation 4

Sarah rode with Judy to the party. They agreed to leave in three hours.

Judy knew she could have three drinks in three hours. Because she wanted to get high, she drank all three right away.

Sarah came to her an hour later, very upset, and wanted to leave immediately. Judy knew she should wait another hour. Sarah started to walk out the door to the car. What should Judy do?

Answer 4

Judy should go out and speak to her friend Sarah. She should wait another hour before driving. If Sarah insists on leaving, Sarah should try to find a sober person to drive her home.

AID

IX

Situations To Analyze and Outcome Statements

Situation 1 (Visual J1)

Car 1 was travelling south on a two-lane highway. It was 10 p.m. The driver of Car 1 was travelling at 55 mph. His car was weaving in the lane. The driver of Car 2 was travelling north on the same highway at a somewhat slower speed. They approached a curve from opposite directions.

Outcome 1 (Visual 01)

The accident investigation report stated that as Car 2 entered the curve, the driver of Car 2 saw Car 1 partly in her lane. Car 2 swerved to the right toward the shoulder and began braking, assuming the driver of Car 1 would steer back into his own lane. Car 1 kept coming and hit Car 2.

Situation 2 (Visual J2)

Driver of Car 2 had been drinking while at lunch. She was driving north on a four-lane divided highway. She planned to turn left into a shopping center across two lanes of traffic. Car 3 was travelling south about to pass Car 1.

Driver of Car 1 was southbound waiting to turn left. Both turning cars (Car 1 and Car 2) were blocking the other's view, to some extent.

The driver of Car 2 makes a left turn.

Outcome 2 (Visual 02)

The police report indicated that the driver of Car 2 was not looking out for oncoming traffic. The driver's alertness may have been impaired by alcohol. Car 3 struck Car 2 in the right rear. Neither driver suffered serious injury. There was minor damage to each car.

Situation 3 (Visual J3)

The driver of Car 1 was stopped behind traffic waiting for the signal at the intersection to change.

Car 2 was travelling westbound on 10th Street. The driver had been up all night studying for his last exam which he finished that afternoon. After the exam he had stopped for a couple of beers with friends. He was travelling 5 miles over the speed limit.

Car 2 is coming up on cars stopped for the signal.

Outcome 3 (Visual 03)

The police investigation showed that the driver of

Car 2 had been inattentive as he was driving. He did not see Car 1 until it was too late. Even though the driver of Car 2 applied the brakes, he hit Car 1.

Situation 4 (Visual J4)

Car 1 was travelling westbound going about 30 mph on a neighborhood street. The driver of Car 1 had one drink before leaving home. He was trying to be on time for a 9 p.m. dinner with friends.

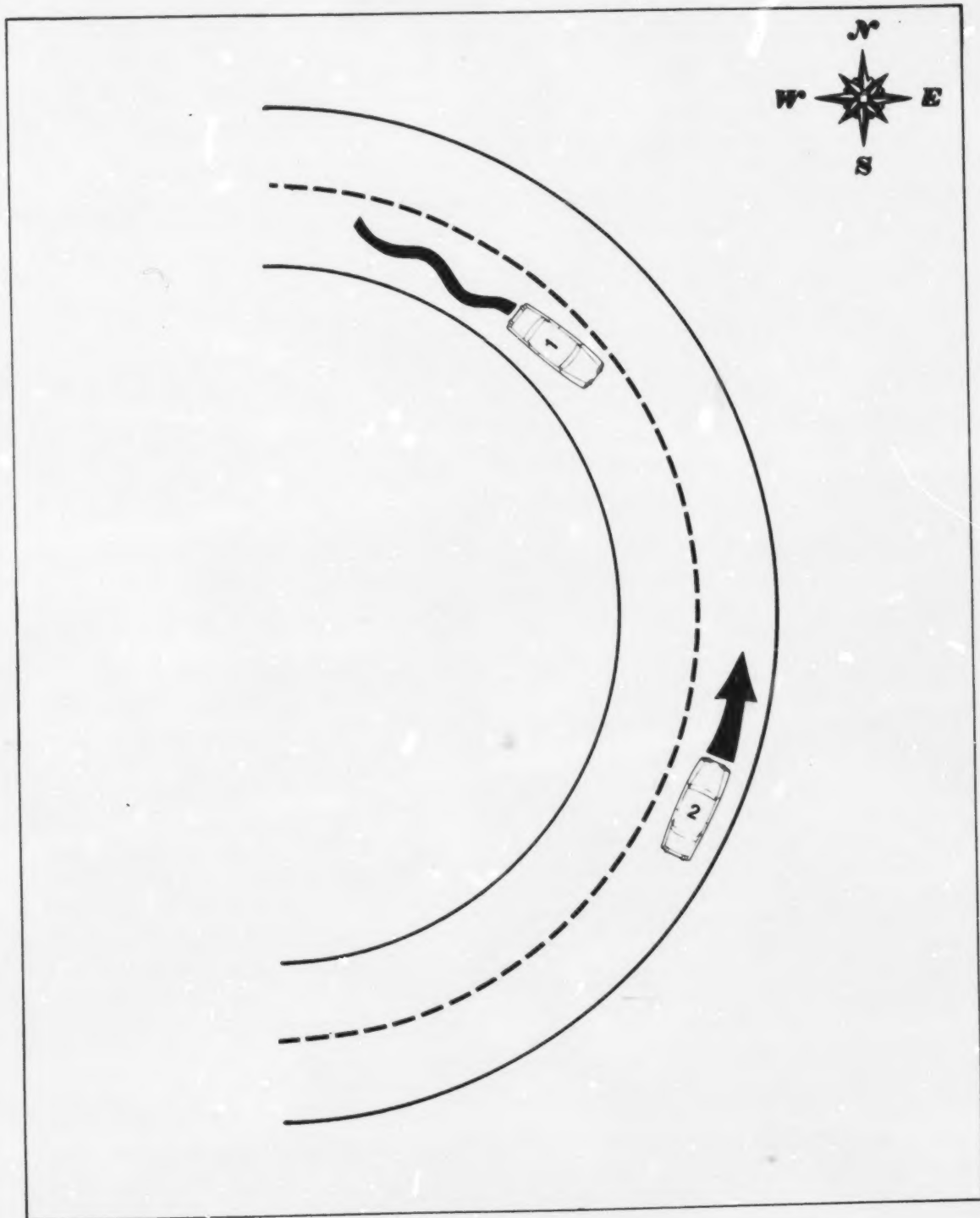
There was a stop sign a block away.

Cars were parked on both sides of the street. The driver of Car 1 saw the door of one of the parked cars suddenly open.

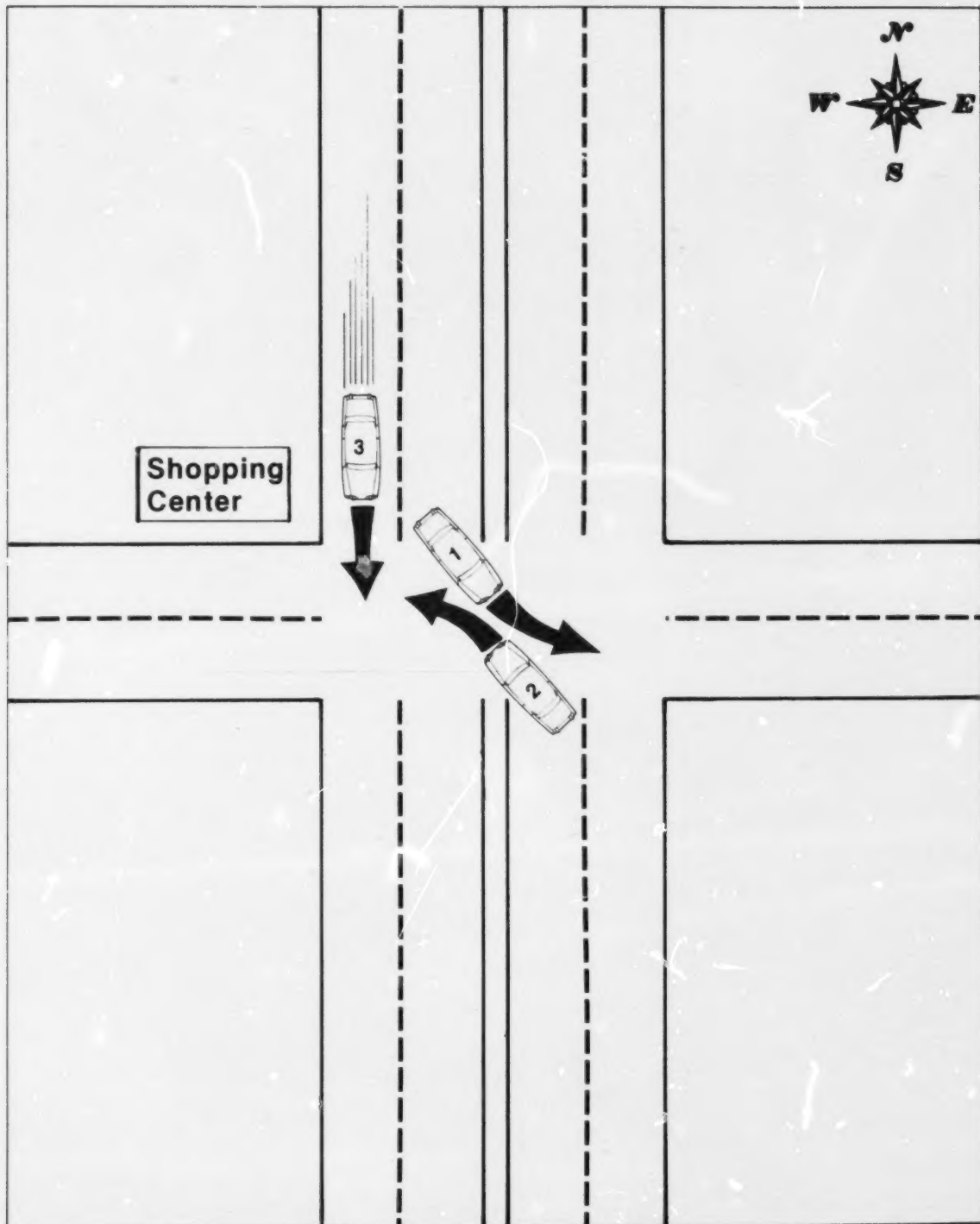
Outcome 4 (Visual 04)

The police docket indicated that the driver of Car 1 had to brake hard to keep from taking off the car door. Minor damage resulted to the parked vehicle. The driver of Car 1 did not receive a ticket.

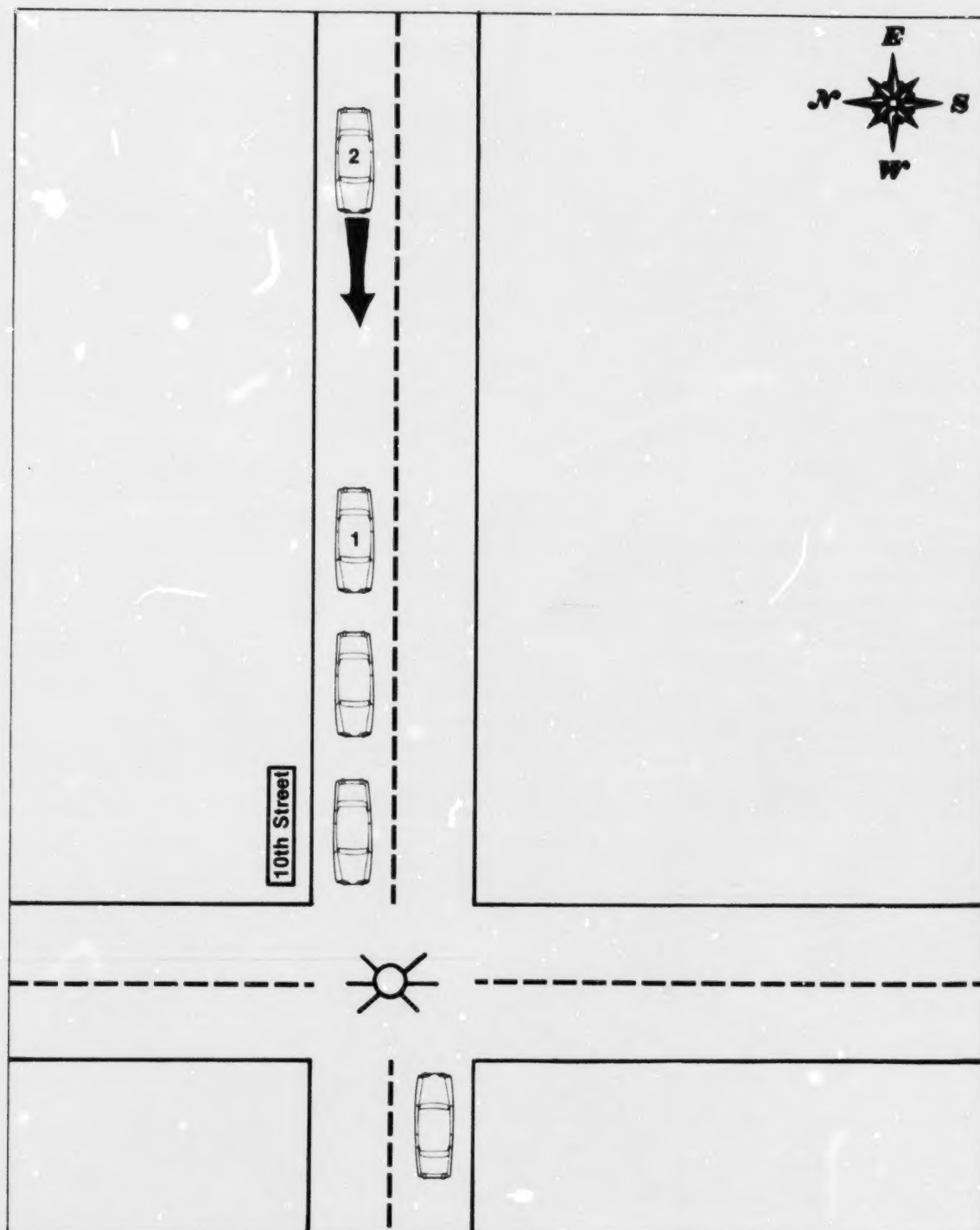
J1



J2



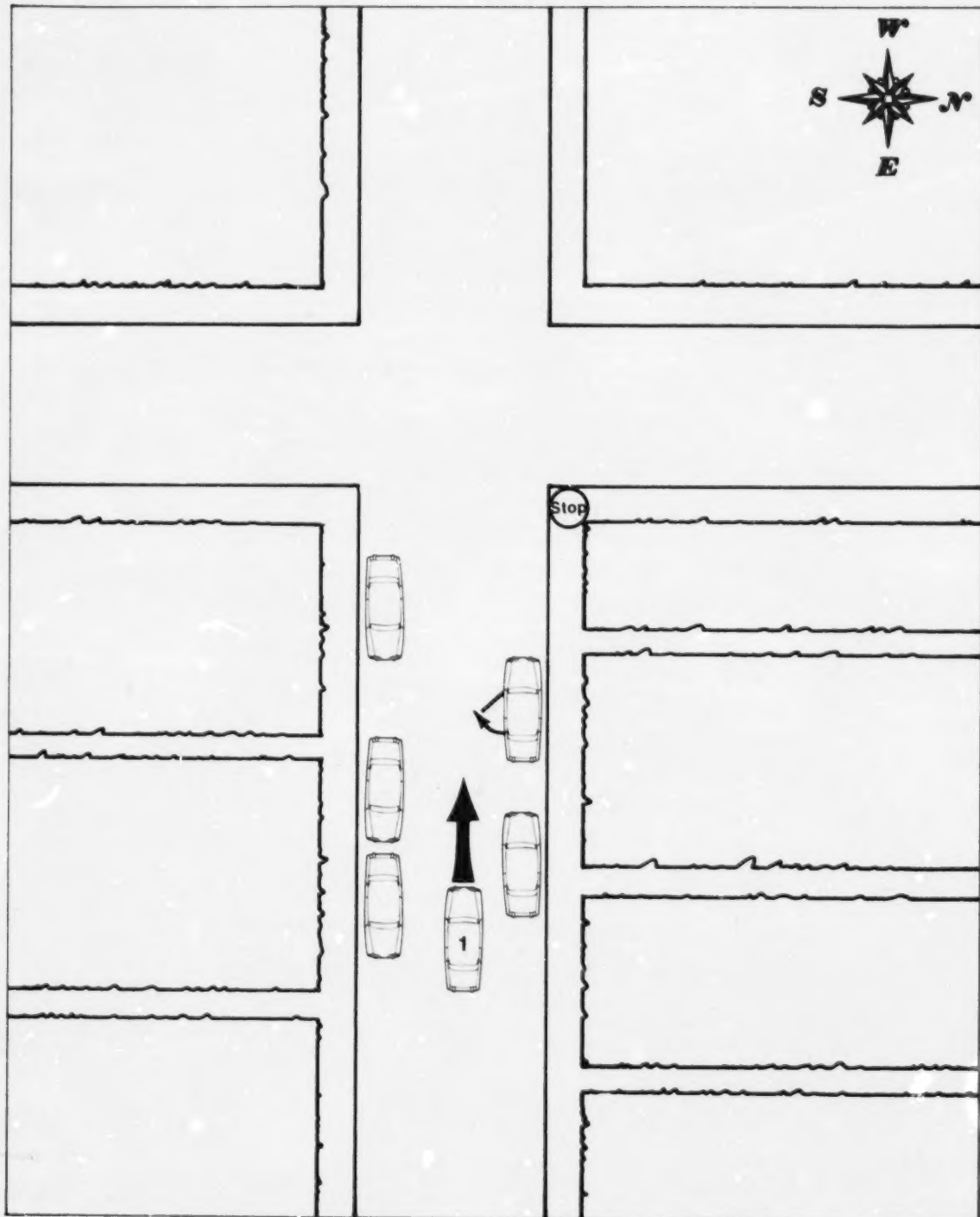
J3



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101

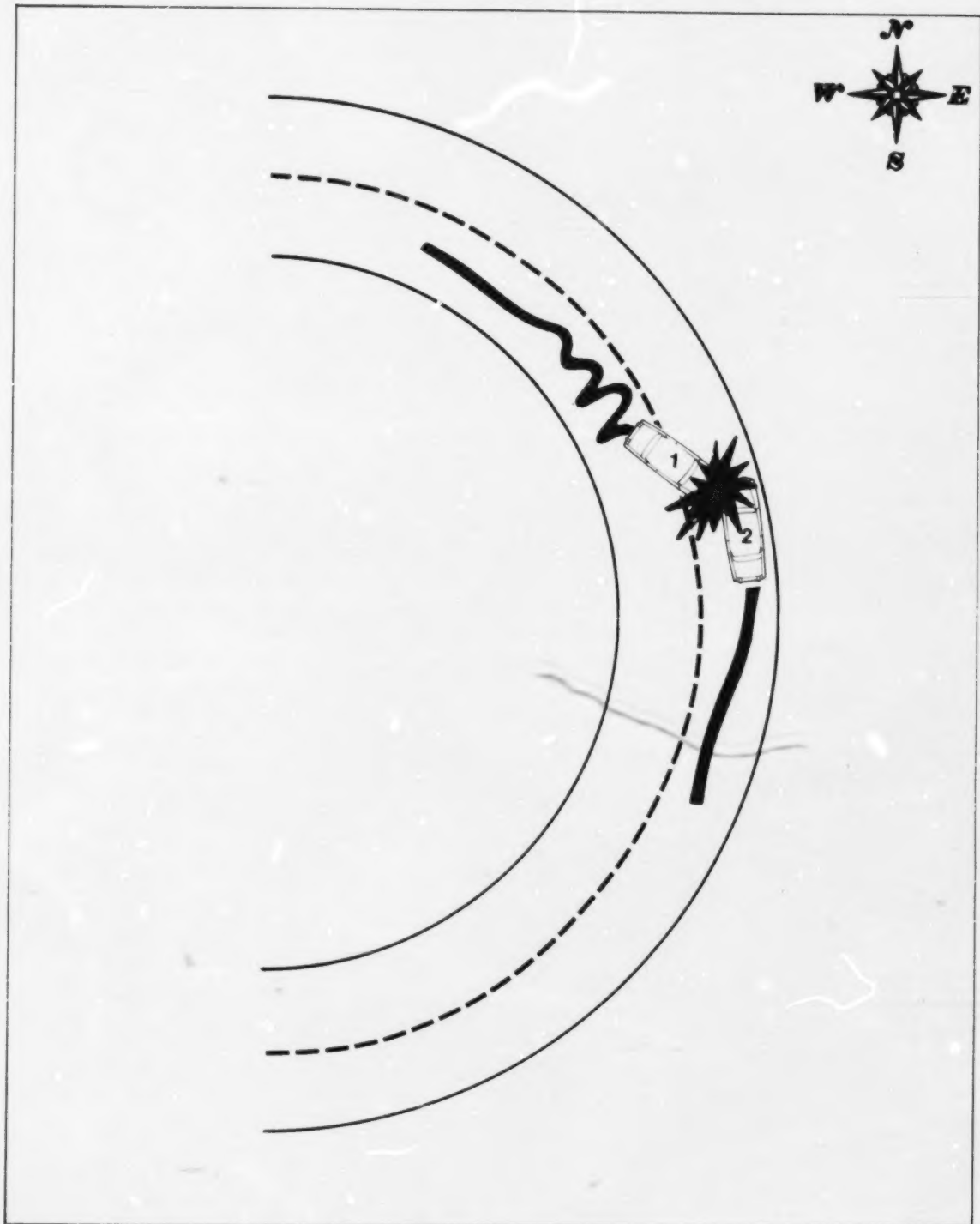
J4



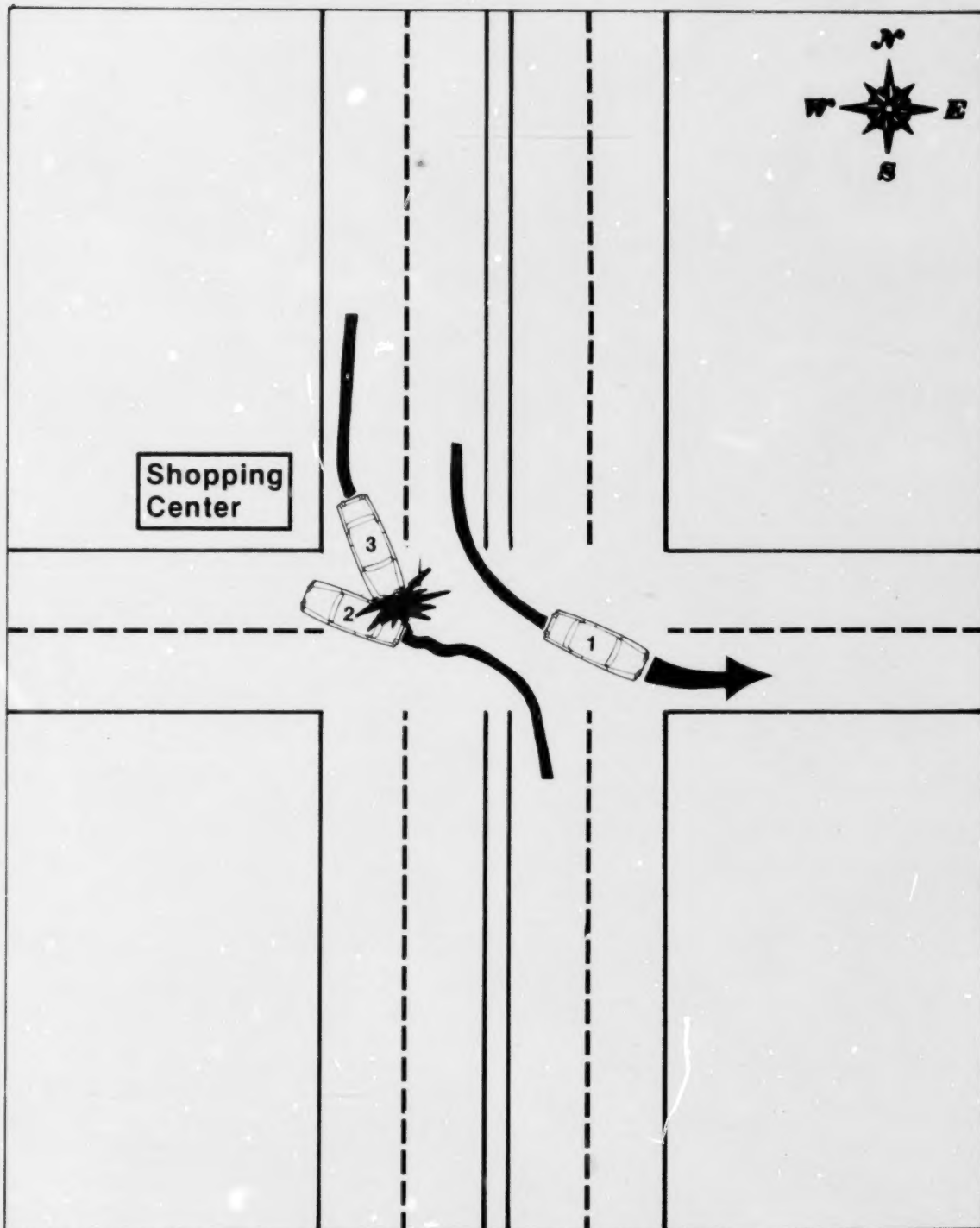
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01



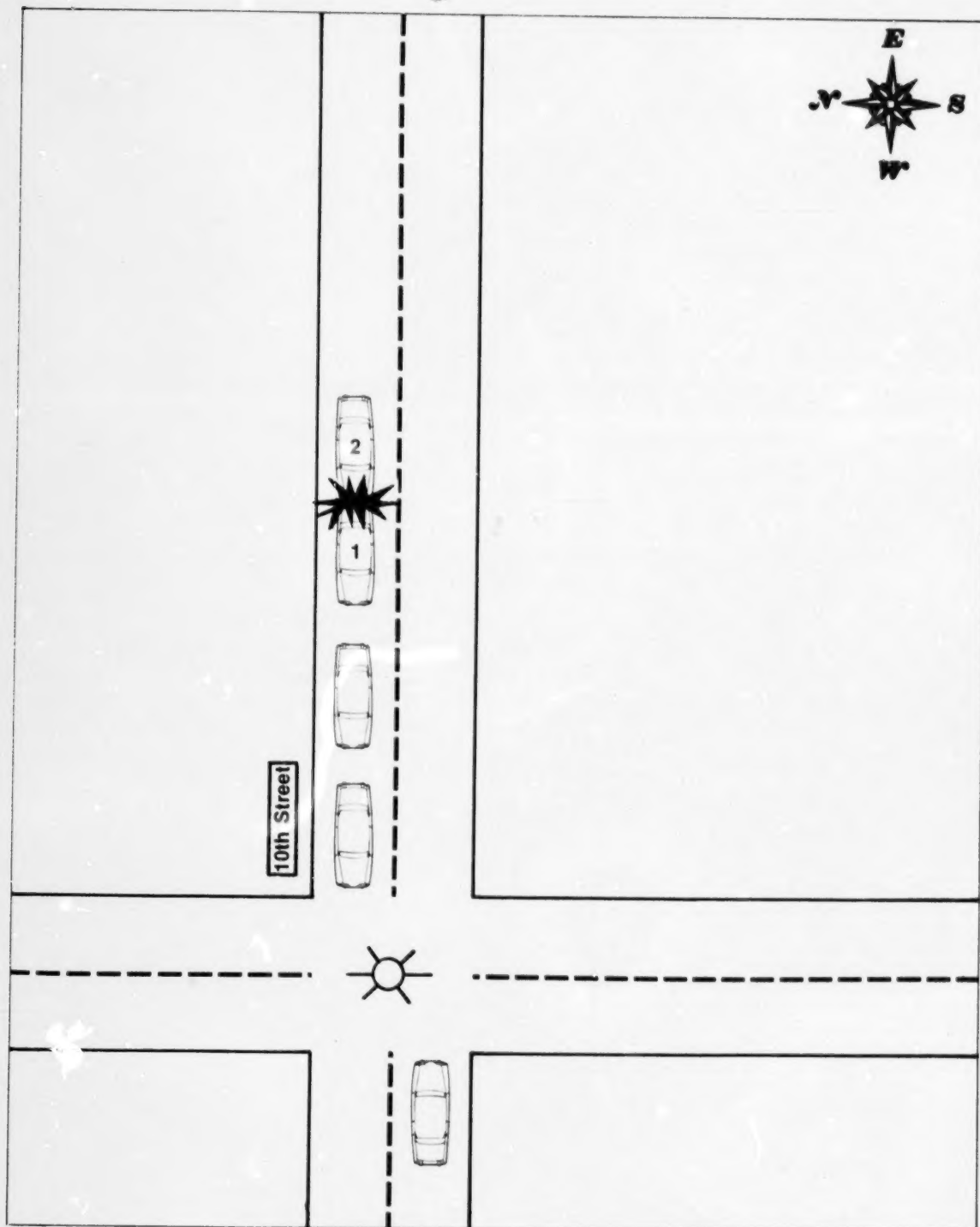
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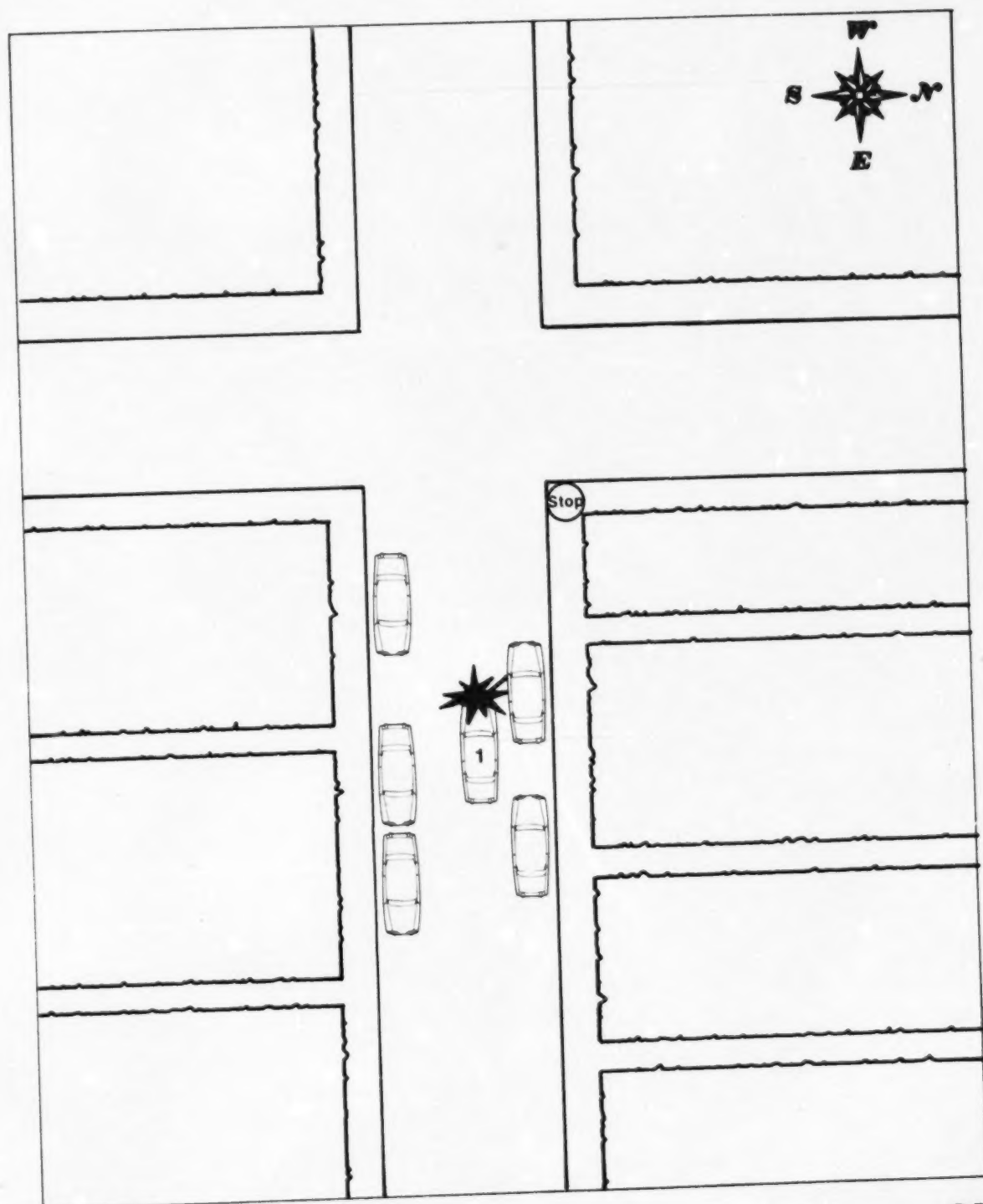
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04



The Plan

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XII

Discussion Questions

1. Why does Shag resist the pressure from his friends to drive?
2. Do you think anyone going to the party will limit his drinking to avoid driving while affected? Impaired? Intoxicated?
3. How could the party-goers limit their drinking to avoid impaired driving?
4. Which ways of limiting drinking before driving do you think would work in this party setting?

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XIII

Discussion Questions

1. What are the legal limits for driving under the influence of alcohol?
2. When and under what conditions are drivers required to take a chemical test?
3. What rights do drivers have when suspected of drinking and driving?
4. What are the penalties for DWI—first offense? Second offense?
5. Are there alternative penalties for DWI?

Drinking and Driving

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XIV

Situations and Questions

Situation 1

You're drinking at a friend's home. One drink leads to another and before you know it everyone has finished a six-pack. The group decides to get more to drink. On the way to the liquor store, you run a red light—you see a police car in your rearview mirror.

1. What will the officer do?
2. What could be more serious than getting stopped?

Situation 2

You drink too much while partying at a friend's house. In fact, you feel sick. To make matters worse, you promised to be home with the car by 9 p.m. It is already 9:30 p.m. To top it off, your parents said not to drink.

1. What are your alternatives to driving?
2. What is the best alternative?
3. Which alternative would be most difficult for you to carry out?

Situation 3

You have had a few beers with friends. You feel great! But, you've got the family car to worry about. You don't want to run the risk of being grounded.

You decide to go home. You are a little concerned, however, because you'll be driving alone. And, the trip includes a ten-mile stretch of freeway.

You're driving down the freeway when all of a sudden you hear a siren. A police car is signalling you to pull over. A quick look at the speedometer tells you that you are going nearly 65 mph.

1. What risks did you take when you decided to drive home?
2. How could you have reduced the risks involved?

The Drinking Scene

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XV

Drinking Scenes

Scene 1

It was a party that everyone deserved. There was plenty of beer and other drinks. As usual, Sarah was drinking diet soda. Molly, who would drink for any reason, offered Sarah a beer: "Get with it. Have a beer! It's not every day that we get together!" "You're right," agreed Sarah with a smile. "I'm going all out. Would you believe this is my second soda?" "Then it's time for a beer," prompted Molly. "Can't think of a better time to start." "No thanks," said Sarah, "I'd sooner eat. And besides, I'm saving my share of beer for Alice." Molly glanced at Alice and noticed a beer in each of her hands, smiled and said, "At least she drinks her share."

Scene 2

Like Alice, David was well on the way to getting drunk. Gulping down can after can, he would continue until he passed out. Usually someone would take him home. In fact, he expected it.

Alice never passed out. She just became belligerent and wanted to argue or fight. And usually without good cause. This party was no exception. The trouble started when David staggered into Alice and spilled her drink. Alice became furious. Sarah, Judy, and James were munching on snacks when Alice threw her beer can. At the same time, David became sick. Everyone scattered. James shuttled the kicking and screaming Alice out of the room.

Scene 3

Upon returning, Judy, choosing her words carefully, said, "Since I rarely drink, and then only on special occasions, I am going to proclaim tonight a special occasion." Both Wanda and Howard were in the group which gathered around Judy. The more they sang, told jokes, and drank, the more comfortable Judy felt. Other than Molly, who was too busy talking, everyone was enjoying each other's company. Howard, who would not drink for any reason, nudged Wanda to find out if anybody noticed that he wasn't drinking.

Scene 4

A hush fell over the room when James and Alice returned. James broke the long moment of silence by exclaiming, "Everything's fine." Alice, with a sheepish grin, explained, "My head's back on straight. No more fighting . . . tonight. Besides, drinking is more fun."

Closing

In a few moments, everything was back to normal. Molly was trying to be the "life of the party." David was sleeping it off. Alice was chugging down "her share." Sarah and Judy were singing to the music of James' guitar. And Wanda was reassuring Howard, "You don't have to drink to have a good time."

Questions

Scene 1

1. What were the indicators that people would get drunk?
2. Do you think Molly realized that she was pressuring Sarah to drink?
3. Can you think of any reasons why Sarah doesn't drink?
4. Did Sarah do or say anything to contribute to a friend's drinking?
5. What clues do you have that Alice is going to drink too much?

Scene 2

1. How do you feel about David?
2. About how many drinks do you think David has had?
3. Should David's friends concentrate on his drinking too much or on helping him after he passes out? Why?
4. How do you think Alice would respond if you told her to drink less? How would you handle her response?

Scene 3

1. Why did Judy decide to drink? Was there pressure to drink?
2. Should someone say something to Judy about drinking too much? Why?
3. Could you rely on Molly to help you out if you needed it? Why or why not?
4. Does Howard feel pressure to drink? Do you think Howard would take a drink if someone offered it?

Instructional Aids

Scene 4

1. Should Alice take another drink? If you don't think so, what could be done?

Closing

1. What should the group do about David?
2. Should Howard feel uneasy? Why? Why not?

Drinking Games

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XVI

Game Names

1. Thumper
2. Cardinal Puff
3. Minister's Wife
4. Chug a Lug
5. Beer Game
6. Buzz Buzz
7. Shotgun
8. HaHa
9. Pass-Out

What's Your Plan?

AID

XVII

The Situation

Greg is in his first year at college. While home for the Christmas holidays, he decided to get the old gang together and have a party. Between what his folks are willing to kick in and what he had saved, he'd be able to provide everything—food and booze.

Two days before the party was to come off, there was an automobile accident upstate in which two teenagers were killed. They had been to a party and the driver had gotten drunk.

Greg's folks were all set to call off the party. Greg said that was silly; there had been parties all over the state that had not resulted in auto accidents. His folks relented and said he could have the party if he could come up with some kind of plan for controlling things. He would have to convince them that no one would drive drunk or ride away with a drunk.

Here are Greg's problems:

Big Problems

Tank Richardson got his name from his capacity. He could be counted on to drink everything in sight. He has a rebuilt '55 T-bird that is his constant companion. No one—but no one—is allowed to lay a hand on the wheel.

Rob Sanford drinks whiskey—straight from the bottle—until it's gone. He gets really nasty when you try to get the bottle or the car keys away from him. About the only one who can get through to him when he's smashed is Teresa. And even she got bounced around once when she tried to keep him from driving.

Smaller Problems

Bob, Pete, Randy, and Tom call themselves the "fearsome foursome." They go to college in town and stick together all year round. They are pretty reasonable guys, but none of them will be "feeling any pain" when the party is over.

Sally lives out in the "boonies." Her brother is coming to town in the afternoon and has agreed to drop her off at Jean's house. He'll pick her up again after his party is over. This bothers Greg since Sally's brother is said to have a drinking problem.

Arnie and Joyce, Mike and Gloria, and the three girls from the Pep Squad will be drinking. However, they are pretty sensible and won't get too bent out of shape.

No Problem

Brian, Steve, and George are out for freshman basketball and won't be drinking.

Wilma, Jean, and Kay don't drink either. Either Wilma or Jean will probably drive.

Dick probably will drink himself into a stupor again. However, he had his license suspended and won't be driving.

The Plan

There's the cast of characters. What would you do if you were in Greg's shoes?

Analysis

The plans offered by students should be studied for these elements.

Tank Richardson obviously won't let anyone drive his car. The best chance is to get one of the girls (Wilma, Jean, Kay) or one of the guys he might respect (e.g., Brian) to agree ahead of time to offer him a ride home. If nothing else works, his car can be disabled.

The key to Rob Sanford is Teresa. Perhaps while he is still sober, she can get him to agree to let her drive or for both of them to ride with someone else. His guilt over previous behavior might be used for leverage. In any case, Teresa should agree beforehand not to ride home with Rob if he gets drunk. That's about as far as she dares to go.

Bob, Pete, Randy, and Tom are logical contenders for a "buddy system." Since they're together all year long, there's plenty of time for mutual reciprocation. The fact that they are "reasonable" guys suggests that they would be amenable to such a system, particularly if it were a condition for the party.

Sally should stay at Jean's house rather than ride with her brother. She can go home the next day. If she has to get home that night, and no one else can drive her, perhaps Greg can.

Arnie, Joyce, Mike, Gloria, and the three girls in the Pep Squad may be handled by exercising control over their drinking and delaying their driving. The three

Instructional Aids

girls from the Pep Squad might be interested in riding with Brian, Steve and George.

Brian, Steve, and George are probably held in relatively high esteem and are good bets to help Greg with enforcement of his plan.

Both Wilma and Jean obviously have "wheels" and could be pressed into service.

Since Dick won't be driving to the party, he won't be tempted to drive home. It's important that everyone know that his license is suspended, so no one will be attempted to loan him the use of their car.

Categories

Transportation for known "heavy drinkers"

Established level of impairment to prevent driving

Identified how drinking drivers will be approached

Identified who would approach drinking drivers

Transportation for those who drive to party but "slip-up"

Transportation for passengers of drivers who "slip-up"

Overnight arrangements

Conditions under which someone will be prevented from driving

Means for actually preventing someone from driving